Institution Application
Bronze and Silver Award

ATHENA SWAN BRONZE INSTITUTION AWARDS

WORD COUNT

Institution application	Bronze	Actual count
Word limit	**10,000 + 500**	**10,497**
Recommended word count		
1.Letter of endorsement	500	542
2.Description of the institution	500	947
3. Self-assessment process	1,000	645
4. Picture of the institution	2,000	1,930
5. Supporting and advancing women's careers	5,000 + 500	5,833
6. Supporting trans people	500	363
7. Further information	500	237

Name of institution	Liverpool John Moores University
Date of application	November 2017
Award Level	**Bronze**
Date joined Athena SWAN	2011
Current award	**Date: April 2014** **Level: Bronze**
Contact for application	Professor Robin Leatherbarrow
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Telephone	0151 231 3503

1. LETTER OF ENDORSEMENT FROM THE HEAD OF INSTITUTION
Recommended word count: Bronze: 500 words (542 words)

An accompanying letter of endorsement from the Vice-Chancellor follows.

Equality Charters Manager
Equality Challenge Unit
7th Floor, Queens House
55/56 Lincoln's Inn Fields
London
WC2A 3LJ

29 November 2017

Dear Sir/Madam

I am delighted to endorse our application for renewal of our Institutional Athena SWAN Bronze award. The Charter is viewed by all our leadership team as a most important initiative and we are collectively committed to engaging with it.

I have recently launched our Strategic Plan 2017-2022, which sets out our vision of becoming a pioneering modern civic university. One of our core stated aims is that "We will be a university where each person is respected equally and where diversity is embraced". This is why the Principles embraced by Athena SWAN are an essential plank of our University strategic mission, and why I and my senior team personally embrace the pursuit of equality in all our operations. The Athena SWAN Principles resonate with our Institutional values and I am fully committed to their full implementation.

Several significant impacts have arisen from our 2014 action plan, which I am proud to have seen implemented and which I will illustrate by highlighting three initiatives. First, to address the acknowledged gender gap in higher academic positions, we have significantly revised the constitution of the University Professors and Readers Conferment Panel to break down barriers to female promotion. I Chair this Panel and was personally behind these changes, which I view as essential to overcome a historic lack of female Professors. We have made excellent progress around Professorial promotions, but lack of female Readers is now a limiting factor. The new action plan seeks to address this and as Chair of the Panel I fully endorse the steps that are outlined. Second, to address the need for female role models at higher academic levels, we have established separate Female Readers and Female Professors Networks. I have ensured that these groups have the financial resources to carry out their activities, which include acting as mentors to less senior staff and organising female research events to showcase the exciting research that is being carried out at LJMU. Third, to

provide leaders of the future, in the last 3 years, we have invested in supporting 51 female members of staff to follow the Aurora Leadership programme.

I am particularly pleased to see that Athena SWAN now applies to the full range of academic disciplines as I am a firm believer that integration of the Arts with STEMM is an exciting avenue for future growth and prosperity. This fits with our institutional mission to promote both industrial and cultural partnerships, for the benefit of our students, our staff and the region. Over the next four years we are committed to establishing Athena SWAN Working Groups in all areas that don't currently have them, and to ensuring all that the eight that do submit for awards.

The actions described in this application will build on the successes achieved because of the previous award and allow LJMU, which is proud of being an institution that prides itself on inclusivity, to make further strides in ensuring gender equality. To achieve these aims, I will ensure that the resource necessary to implement the Action Plan will be made available.

I confirm that the information presented in this application is an honest, accurate and true representation of our institution and that I and my senior team fully endorse the action plan that is presented.

Yours faithfully

Professor Nigel Weatherill DL, DSc, FREng, FRSA
Vice-Chancellor and Chief Executive

Glossary of Terms

ACTivator	Attitude & Capability toolkit, impact, value & assets of researchers
AHSSBL	Arts, Humanities, Social Science, Business & Law
APSS	Arts, Professional and Social Studies
ARI	Astrophysics
ASWG	Athena Swan Working Group
BAME	Black, Asian & Minority Ethnic
BME	Black & Minority Ethnic
CATAC	Consistency, Accountability and Transparency in the Academic Contract
ECU	Equality Change Unit
EDC	Equality, Diversity and Inclusion Committee
EHC	Education, Health and Community
F	Female
FET	Faculty of Engineering
GERI	General Engineering Research Institute
GR7 / GR8 / GR9 / GR10	Grade 7 / Grade 8 / Grade 9 / Grade 10
HE	Higher Education
HESA	Higher Education Statistics Agency
KIT	Keeping in Touch
LBS	Liverpool Business School
LGBT	Lesbian, Gay, Bisexual & Transgender
LJMU	Liverpool John Moores University
M	Male
ONS	Office of National Statistics
P&OD / POD	People and Organisational Development
PDPR	Personal Development & Performance Review
PGR	Post-graduate Research
PVC	Pro-Vice-Chancellor
QAA	Quality Assurance Agency
RAE	Research Assessment Exercise
REC	Race Equality Charter
REF	Research Excellence Framework
RIS	Research and Innovation Services
SCS	Faculty of Science
SDF	Strategy Delivery Forum
SMT	Strategic Management Team
STEMM	Science, Technology, Engineering, Mathematics & Medicine
SWAN	Scientific Women's Academic Network
UG	Undergraduate
WAM	Workload Allocation Model

2. DESCRIPTION OF THE INSTITUTION
Recommended word count: 500 words (947 words)

Liverpool John Moores University (LJMU) is a modern civic university, formed in 1992. The university mission to use the power of education to drive transformation across social, cultural and economic boundaries.

(i) Engagement with the Athena SWAN process

LJMU is committed to the Athena SWAN Charter and signed up to the original 2011 and revised post-May 2015 Principles. In 2014, the University achieved the Bronze Award, with all University departments adopting the Athena SWAN Principles and including equality and diversity as a standing item on all Faculty Management Meetings.

The expanded charter was a welcome initiative as it provided a mechanism to extend our activities into our non-STEMM areas. As it encompasses professional and support roles these areas are now included on the University-wide Athena SWAN Self-Assessment Working Group (ASWG). The student body is also represented.

We now have eight Athena SWAN Working Groups in Schools and Departments (five in STEMM, three in AHSSBL) [*2014 Action 1.3*]:

- Natural Sciences and Psychology (SCS)
- Sport and Exercise Sciences (SCS)
- Pharmacy and Biomolecular Sciences (SCS)
- Nursing and Allied Health (EHC)
- Built Environment (FET)
- Art and Design (APSS)
- Humanities and Social Science (APSS)
- Screen School (APSS)

Some of the key outcomes since gaining the Bronze Award are listed below:

- We have significantly increased uptake of women on Training and Development Programmes to nurture new female leaders (e.g. 51 women have followed the Aurora Leadership programme in the last 3 years) [*2014 Award Action 3.5*]
- We have established and resourced both a Female Readers and a Female Professors Network, where members act as role models for women aspiring to be Readers and Professors [*2014 Action 3.6*]
- The University Conferment Panel for Readers and Professors has undergone significant changes to address the low proportion of females in these roles [*2014 Action 2.1*]:
  - ➢ Individual action plans are now provided for all unsuccessful candidates
  - ➢ The panel is now constituted to have gender balance
  - ➢ We have formally instituted a variety of promotion routes to Reader and Professor that include teaching, leadership and enterprise in addition to the traditional research pathway

- We have implemented an easy to follow 'One Stop Shop' weblink of all parental and carers policies [*2014 Action 5.2*]
- A regular 'Athena Lecture Series' has been established where speakers address issues of gender [*2014 Action 4.4*]

(ii)   Teaching and research

LJMU offers exceptional student experience founded on high quality teaching, ground-breaking research and extensive links with employers, entrepreneurs and business leaders. In May 2016, teaching at LJMU received dual commendations from the Quality Assurance Agency, for the quality of student learning opportunities and the enhancement of student learning opportunities. This makes LJMU the first university to have received a double-commended QAA judgement. In the 2017 Teaching Excellence Framework (2017) LJMU was awarded Silver.

In the 2014 Research Excellence Framework LJMU was rated 62nd out of 128 universities in the Times Higher Education overall 'Table of Excellence'. Sport and Exercise Science was ranked 2nd nationally in this exercise.

(iii)   Breakdown of academic and professional and support staff numbers

There are currently 1,163 academic and 1,309 professional/support staff at LJMU; the proportion of females is higher for professional and support staff (62.7%), but this is reversed amongst academic staff (40.7% female) (Figure 1).
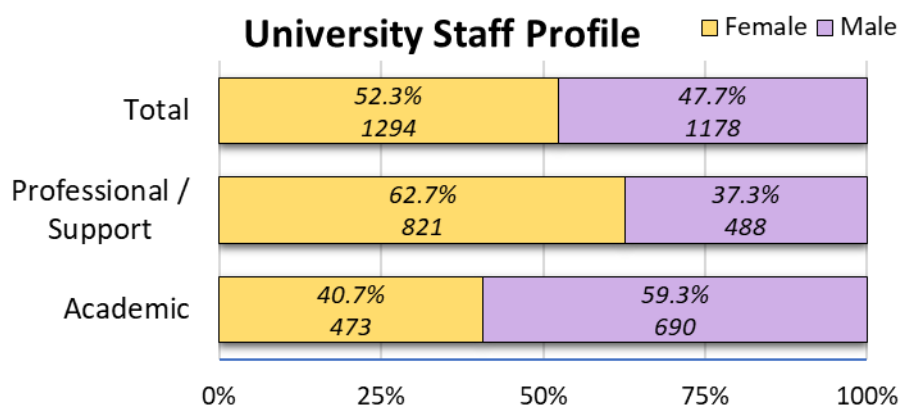

University Staff Profile ☐ Female ☐ Male

	Female	Male
Total	52.3% 1294	47.7% 1178
Professional / Support	62.7% 821	37.3% 488
Academic	40.7% 473	59.3% 690

0%   25%   50%   75%   100%

Figure 1 Academic and Professional Support Staff Numbers (by headcount)
This figure includes staff associated with Faculties together with non-Faculty staff; data presented below broken down by academic discipline does not include the non-Faculty staff.

(iv)   Departmental structures and student numbers

LJMU provides a comprehensive subject portfolio, with 19,073 undergraduate students, 4069 undertaking post-graduate taught and 917 post-graduate research degrees. Students in our city-based campuses are housed in Schools or Departments that are grouped into five Faculties: Arts, Professional and Social Studies (APSS); Liverpool Business School (LBS); Education, Health and Community (EHC); Engineering and Technology (FET); Science (SCS)).
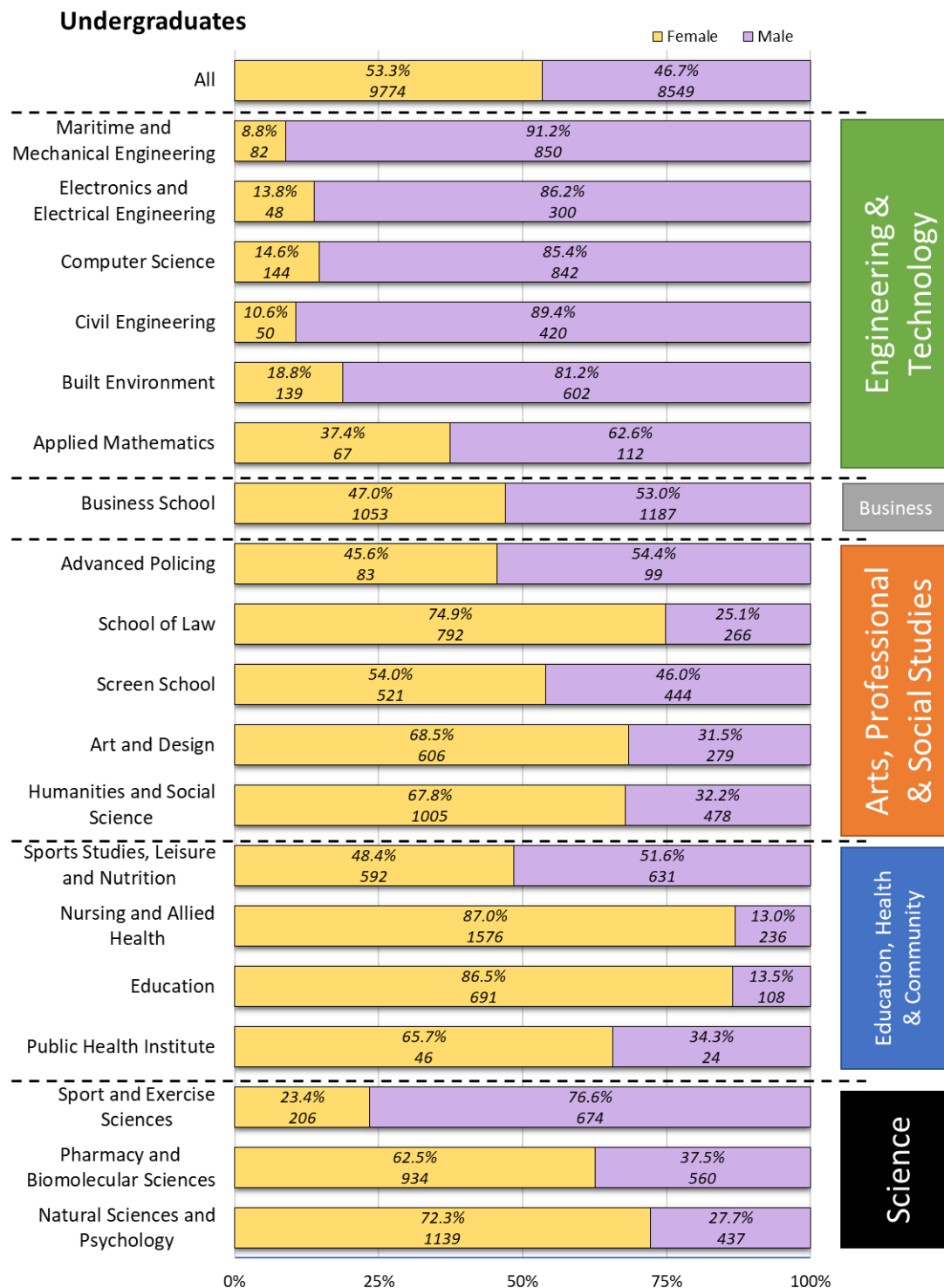
Undergraduates

School/Department	Female	Male
All	53.3% / 9774	46.7% / 8549
Engineering & Technology		
Maritime and Mechanical Engineering	8.8% / 82	91.2% / 850
Electronics and Electrical Engineering	13.8% / 48	86.2% / 300
Computer Science	14.6% / 144	85.4% / 842
Civil Engineering	10.6% / 50	89.4% / 420
Built Environment	18.8% / 139	81.2% / 602
Applied Mathematics	37.4% / 67	62.6% / 112
Business		
Business School	47.0% / 1053	53.0% / 1187
Arts, Professional & Social Studies		
Advanced Policing	45.6% / 83	54.4% / 99
School of Law	74.9% / 792	25.1% / 266
Screen School	54.0% / 521	46.0% / 444
Art and Design	68.5% / 606	31.5% / 279
Humanities and Social Science	67.8% / 1005	32.2% / 478
Education, Health & Community		
Sports Studies, Leisure and Nutrition	48.4% / 592	51.6% / 631
Nursing and Allied Health	87.0% / 1576	13.0% / 236
Education	86.5% / 691	13.5% / 108
Public Health Institute	65.7% / 46	34.3% / 24
Science		
Sport and Exercise Sciences	23.4% / 206	76.6% / 674
Pharmacy and Biomolecular Sciences	62.5% / 934	37.5% / 560
Natural Sciences and Psychology	72.3% / 1139	27.7% / 437

Figure 2 Gender Distribution - Undergraduates

Our undergraduate cohort is 53.3% female, but the gender balance shows significant variation between different Schools/Departments, consistent with national subject trends, ranging from 8.8% female in Maritime and Mechanical Engineering to 87.0% in Nursing and Allied Health (Figure 2).
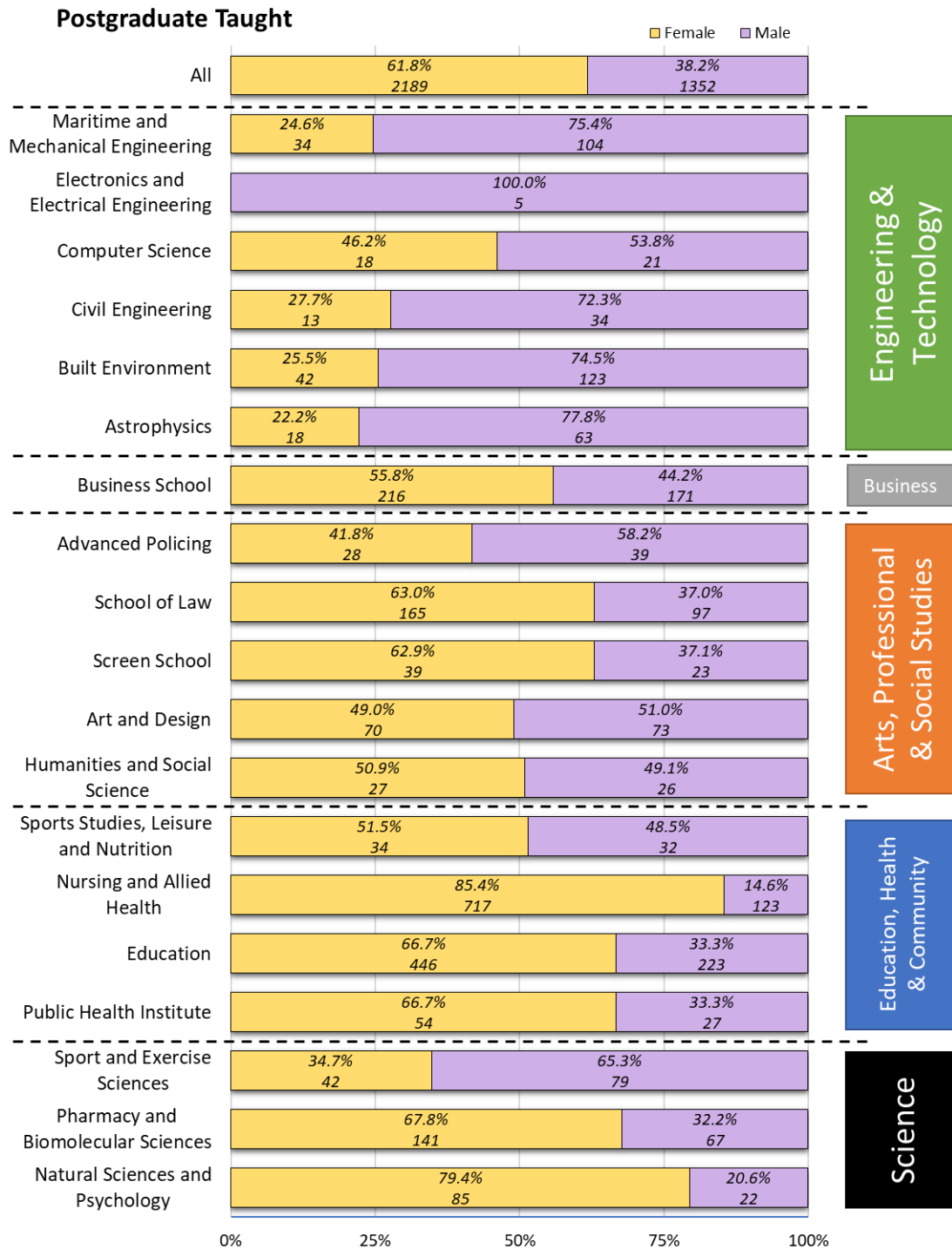
Postgraduate Taught

Category	Female	Male
All	61.8% / 2189	38.2% / 1352
Maritime and Mechanical Engineering	24.6% / 34	75.4% / 104
Electronics and Electrical Engineering		100.0% / 5
Computer Science	46.2% / 18	53.8% / 21
Civil Engineering	27.7% / 13	72.3% / 34
Built Environment	25.5% / 42	74.5% / 123
Astrophysics	22.2% / 18	77.8% / 63
Business School	55.8% / 216	44.2% / 171
Advanced Policing	41.8% / 28	58.2% / 39
School of Law	63.0% / 165	37.0% / 97
Screen School	62.9% / 39	37.1% / 23
Art and Design	49.0% / 70	51.0% / 73
Humanities and Social Science	50.9% / 27	49.1% / 26
Sports Studies, Leisure and Nutrition	51.5% / 34	48.5% / 32
Nursing and Allied Health	85.4% / 717	14.6% / 123
Education	66.7% / 446	33.3% / 223
Public Health Institute	66.7% / 54	33.3% / 27
Sport and Exercise Sciences	34.7% / 42	65.3% / 79
Pharmacy and Biomolecular Sciences	67.8% / 141	32.2% / 67
Natural Sciences and Psychology	79.4% / 85	20.6% / 22

Engineering & Technology · Business · Arts, Professional & Social Studies · Education, Health & Community · Science

Figure 3 Gender Distribution - Postgraduate Taught

Post-graduate taught courses show a similar profile to the undergraduate situation, but with a slightly higher overall proportion of female students (61.8%) (Figure 3).
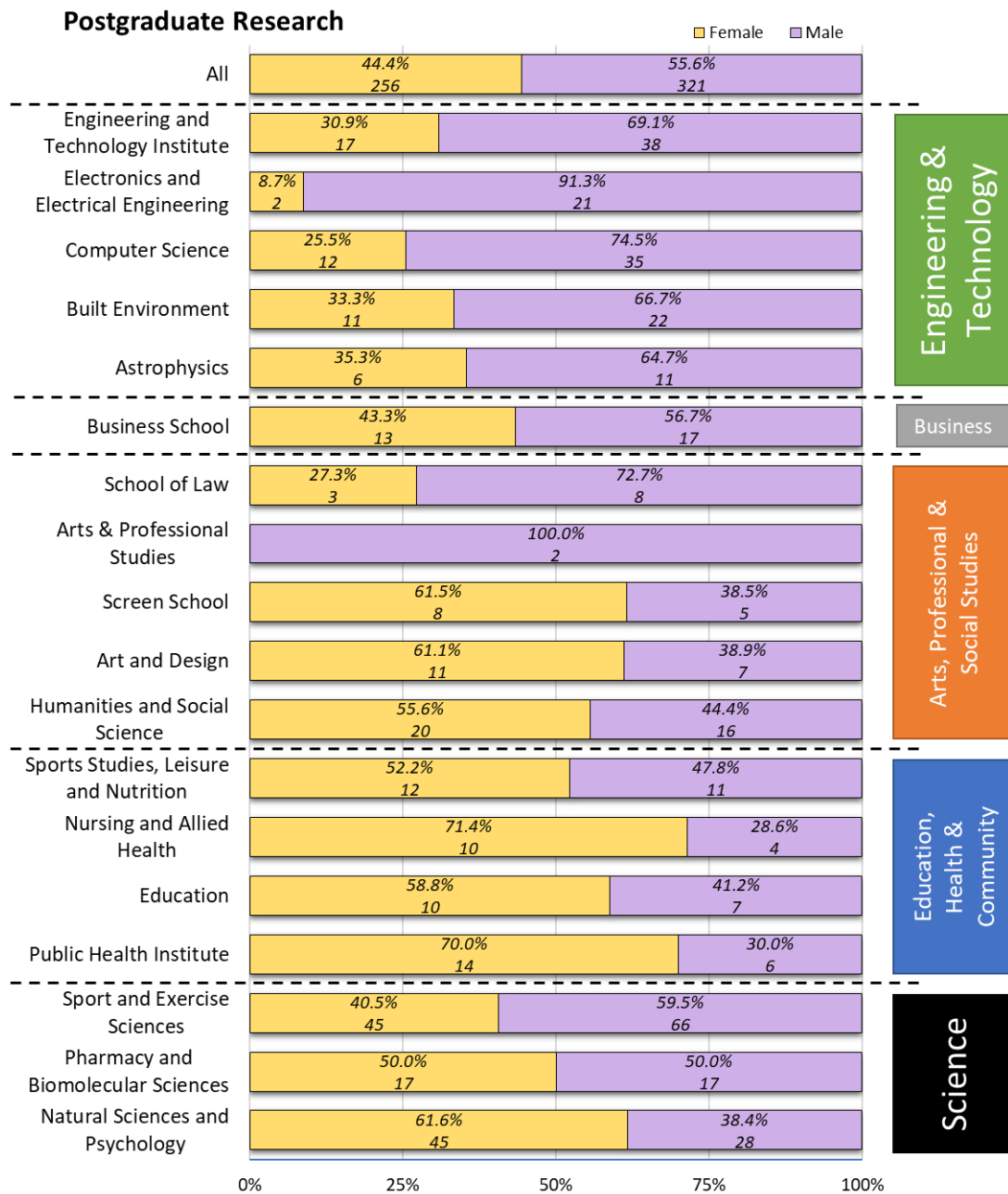
Postgraduate Research

Figure 4 Gender Distribution - Postgraduate Research

Postgraduate research has a lower overall proportion of female students (44.4%) (Figure 4) as it is concentrated in the Engineering & Technology and Science Faculties, which have fewer women students. However, the gender distribution is less extreme than at undergraduate level (e.g. computer science: 14.6% female UG, 25.3% female PGR; education: 13.5% male UG, 41.2% male PGR).

(v)   Breakdown of academic and support staff numbers by Schools/Departments and Faculties, showing STEMM and AHSSBL areas
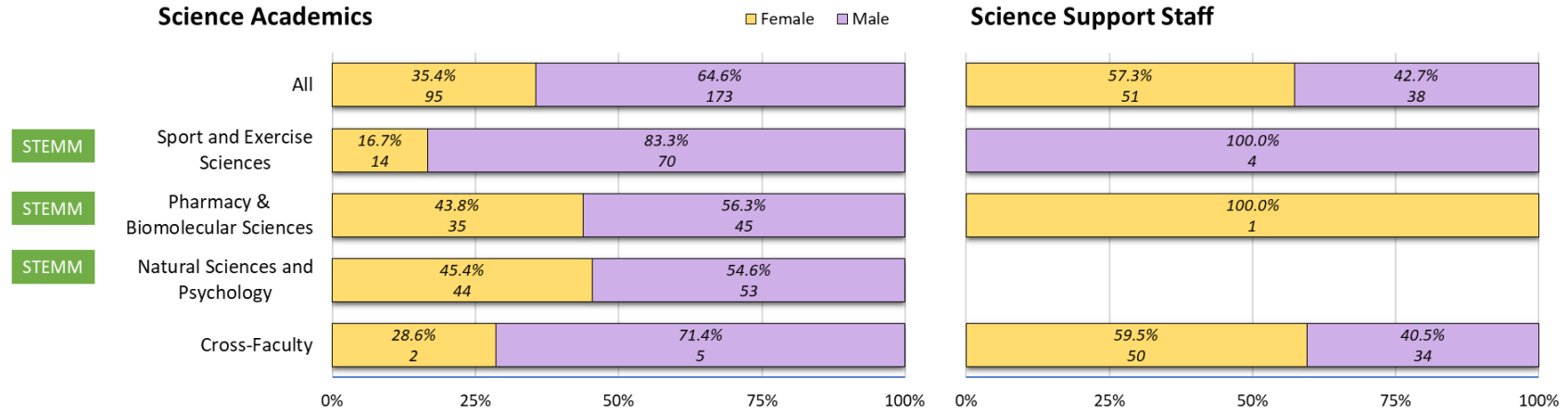
Figure 5 Gender Distribution in the Faculty of Science
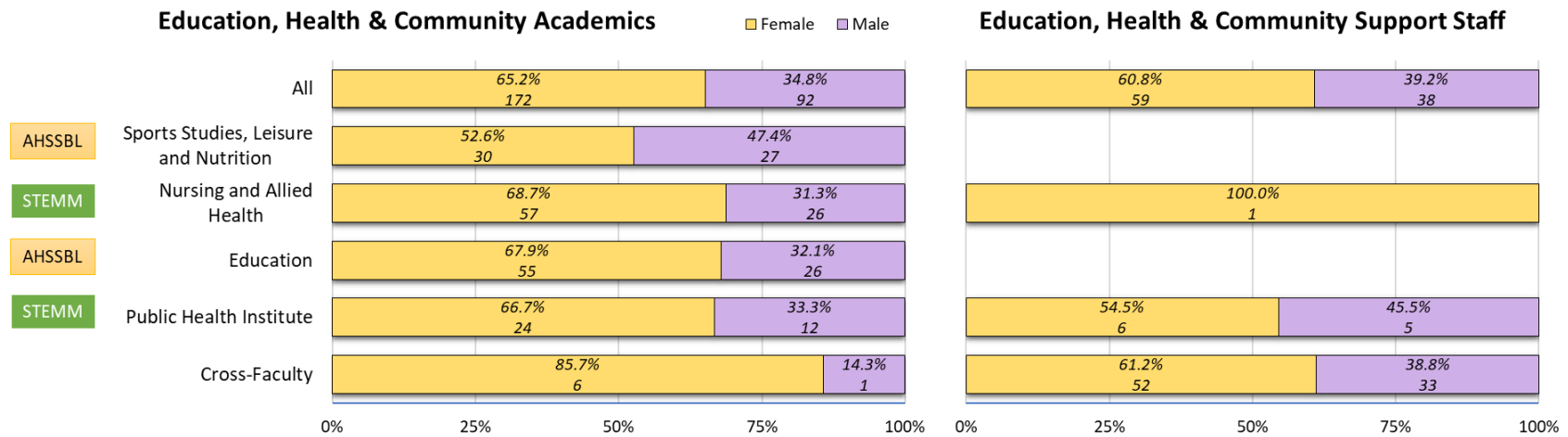
Figure 6 Gender Distribution in the Faculty of Education, Health & Community

Arts, Professional & Social Studies Academics

Legend: ☐ Female ☐ Male

	Female	Male
All	47.4% / 128	52.6% / 142
School of Law (AHSSBL)	59.6% / 31	40.4% / 21
Liverpool Screen School (AHSSBL)	42.2% / 19	57.8% / 26
Liverpool School of Art and Design (AHSSBL)	38.0% / 27	62.0% / 44
Humanities and Social Science (AHSSBL)	52.1% / 50	47.9% / 46
Cross-Faculty and Institute	16.7% / 1	83.3% / 5

Axis: 0% 25% 50% 75% 100%

Arts, Professional & Social Studies Support Staff

	Female	Male
All	66.2% / 51	33.8% / 26
School of Law	75.0% / 6	25.0% / 2
Liverpool Screen School	50.0% / 8	50.0% / 8
Liverpool School of Art and Design	53.8% / 7	46.2% / 6
Humanities and Social Science	84.2% / 16	15.8% / 3
Cross-Faculty and Institute	66.7% / 14	33.3% / 7

Axis: 0% 25% 50% 75% 100%

Figure 7 Gender Distribution in the Faculty of Arts, Professional and Social Studies

Liverpool Business School Academics

Legend: ☐ Female ☐ Male

	Female	Male
All (AHSSBL)	44.6% / 41	55.4% / 51

Axis: 0% 25% 50% 75% 100%

Liverpool Business School Support Staff

	Female	Male
All	85.7% / 18	14.3% / 3

Axis: 0% 25% 50% 75% 100%
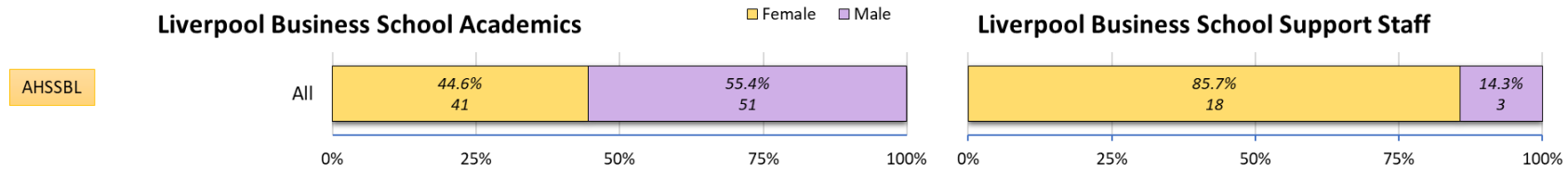
Figure 8 Gender Distribution in the Liverpool Business School
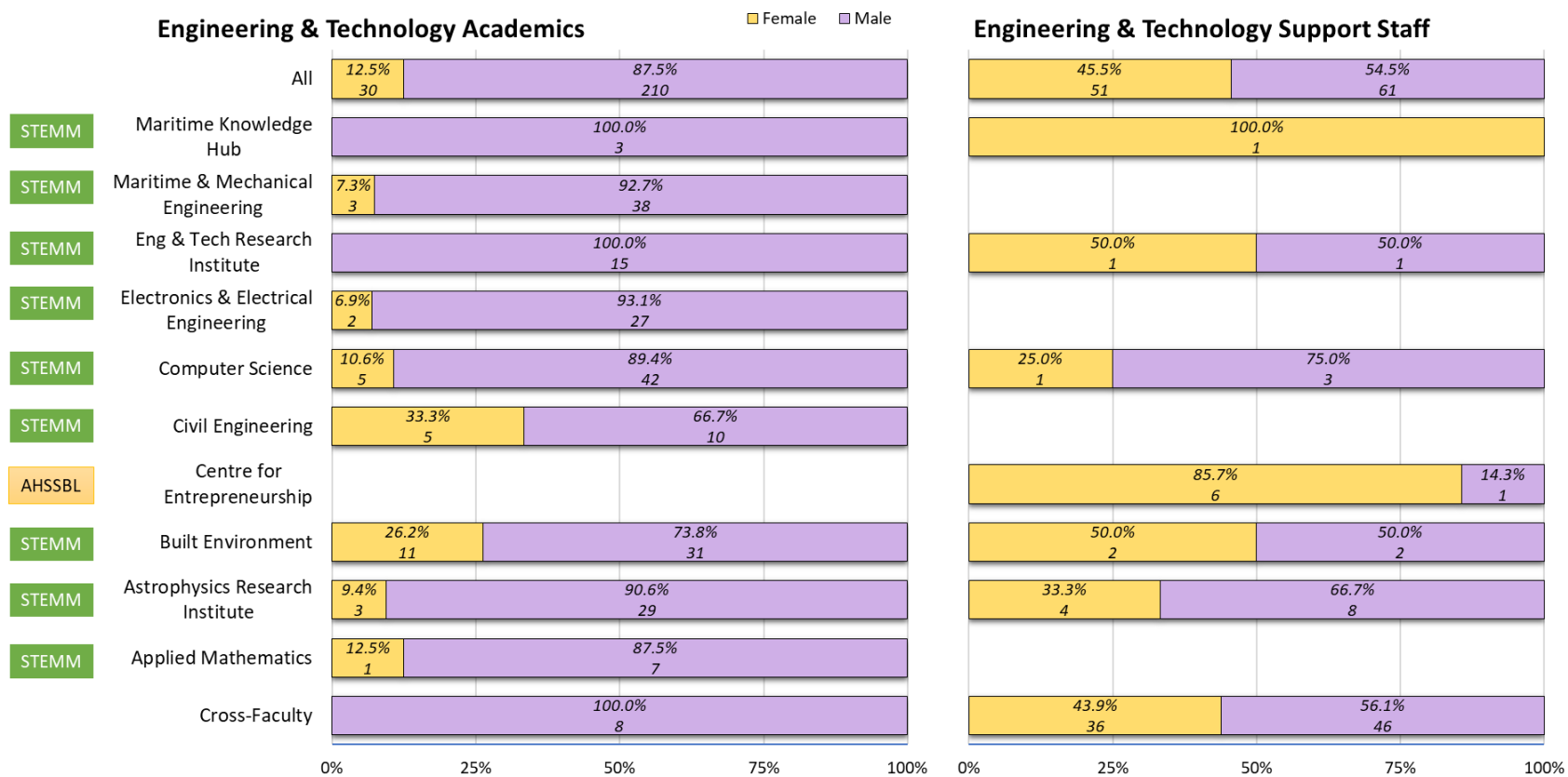
Figure 9 Gender Distribution in the Faculty of Engineering & Technology

Data for the five Faculties are shown in Figure 5 - Figure 9. At LJMU, support staff often have cross-Faculty roles rather than being part of a specific School or Department. Female support staff are in the majority for all Faculties other than FET, reflecting the institutional situation. The gender distribution for academics shows a marked difference between Faculties, with EHC having 65.2% females, APSS 47.4%, LBS 44.6%, SCS 35.4% and FET 12.5%. The proportion of female academics in FET is particularly low across all subject areas. The gender breakdown of LJMU staff largely aligns to HESA data for the UK HE sector as a whole, though our engineering and technology area is markedly lower (12.5%

compared to 20% nationally). As an institution we are aware of this, and it will be addressed in departmental Athena SWAN applications as appropriate.
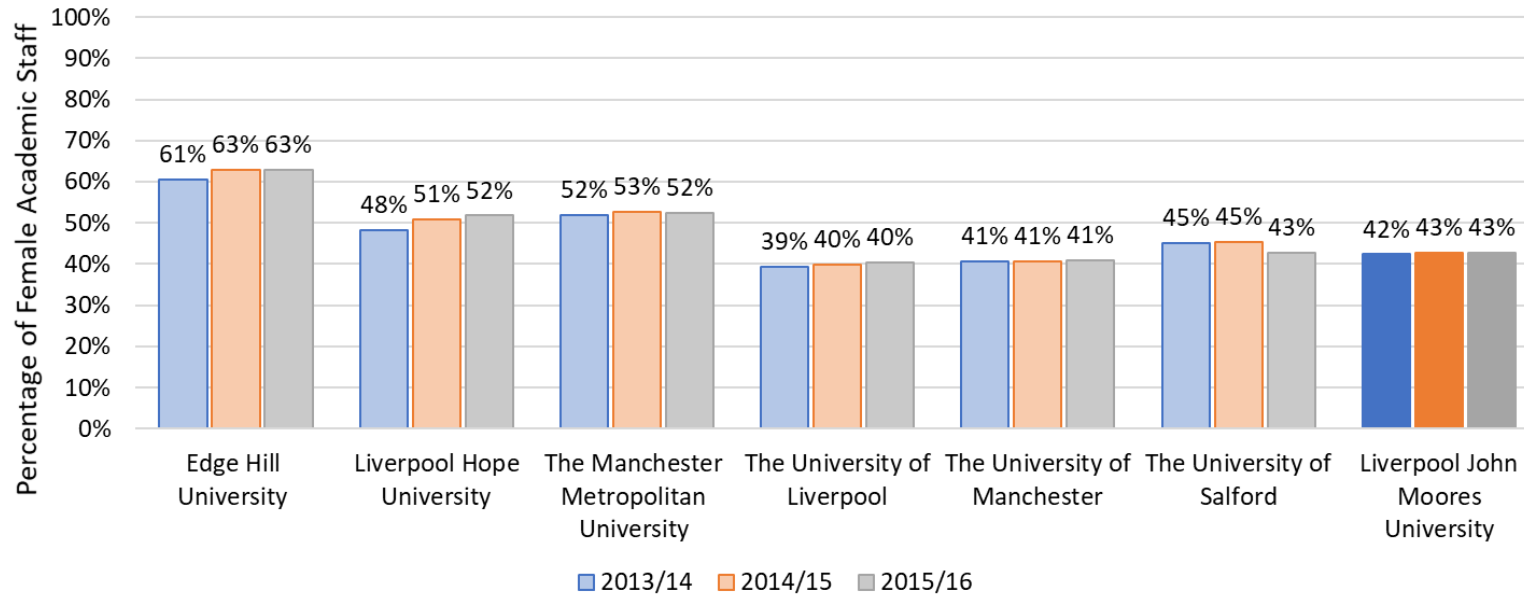
Figure 10 Comparison between LJMU and its local peer group universities for the proportion of academics who are female (by headcount)

Figure 10 shows comparisons between proportions of staff who are female for LJMU and its local peer group universities. To a large extent the values are driven by the mix of subjects at each university (for example, Edge Hill has a strong focus on education and nursing). Given that LJMU has a broad mix of STEMM and AHSSBL subjects, its gender mix is comparable to universities like Manchester and Liverpool.

3. THE SELF-ASSESSMENT PROCESS
Recommended word count: 1000 words (645 words)

(i) A description of the self-assessment team

The University Athena SWAN Self-Assessment Working Group (ASWG) currently comprises 23 staff (8 male and 15 female) and is chaired by the Pro-Vice-Chancellor (Scholarship, Research and Knowledge Transfer) (Table 1). Its members are representative, including staff from

STEMM, AHSSBL and professional service areas, from all Faculties. They encompass a range of seniority, have taken various types of parental leave, have been employed on fractional and/or fixed term contracts, juggled work and caring responsibilities and/or sought promotion opportunities. Collectively they have experience of flexible working and career breaks. Membership also includes representation from early career researchers, postdocs and the student body.

All academic members of University-wide ASWG are also part of their departmental working group. As three male members of ASWG recently left the University to take up roles in other organisations (October 2017), ASWG is currently addressing an underrepresentation of male colleagues.

Action 1	*Take steps to address gender balance on the University ASWG*

Table 1 Current University Athena SWAN Self-Assessment Working Group Membership

Name	University Role	Role on ASWG	Work-life Balance
Moni Akinsanya	Equality, Diversity and Inclusion Manager, People and Organisational Development	Expertise in equality and diversity issues	
Dr Isaac Amoako	Lecturer/Senior Lecturer, Liverpool Business School (LBS)	Represents academic staff in the Business Faculty	
Amanda Atkinson	Research Assistant, Public Health Institute (EHC)	Represents post-doctoral researchers	
Professor Laura Bishop	Professor, School of Natural Sciences and Psychology (SCS); Associate Dean (Global Engagement)	Represents the Women Professors Network (STEMM)	
Jason Boulter	Staff Leadership and Development Adviser, People and Organisational Development	Expertise on career progression and staff development	

Name	University Role	Role on ASWG	Work-life Balance
Professor Alison Cotgrave	Professor, Built Environment (FET); Associate Dean (Quality)	Represents academic staff in FET	
Dr Andreea Font	Lecturer, Astrophysics (FET)	Represents academic staff in FET. Early career academic	
Dr Joanne Foulkes	Lecturer, School of Pharmacy and Biomolecular Sciences (SCS)	Represents academic staff in the Science Faculty. Early career academic	
Yasmin Ibrahim	President, LJMU Student Union	Represents students	
Professor Robin Leatherbarrow	Pro-Vice-Chancellor (Scholarship, Research, and Knowledge Transfer); University Senior Management Team	**Chair, ASWG** Member of University Equality, Diversity and Inclusion Committee	
Dr Andrew Leach	Lecturer/Senior Lecturer, Pharmacy and Biomolecular Sciences (SCS)	Represents academic staff in the Science Faculty	
Dr Diana Leighton	Head of Research Excellence and Research Strategy	Represents Research Services, with expertise on REF and gender aspects of staff inclusion	
Lisa Li	Lecturer/Senior Lecturer, Maritime and Mechanical Engineering (FET)	Represents academic staff in FET. Early career academic	

Name	University Role	Role on ASWG	Work-life Balance
Sarah Maclennan	Programme Leader, Liverpool Screen School (APSS)	Represents academic staff in APSS Faculty	
Dr Marco Messina	Lecturer/Senior Lecturer, Maritime and Mechanical Engineering (FET)	Represents academic staff in FET. Early career academic	
Professor Glenda Norquay	Professor, Humanities and Social Science (APSS)	Represents the Women Professors Network (AHSSBL)	
Professor David Richardson	Director, School of Sport Science (SCS)	Represents academic staff in the Science Faculty	
Professor Andy Tattersall	Director, School of Natural Science and Psychology (SCS)	Represents academic staff in the Science Faculty	
Greg Thompson	Manager, People and Organisational Development	Represents professional services staff. Expertise in HR practices	
Sara Rioux	Head of Operations (FET)	Represents professional services staff within Faculties	
Ann Sidaway	HR Adviser, Corporate Business Change Initiatives	Represents professional services staff	
Dr Hannah Timpson	Head of Research Impact and Engagement, Public Health Institute (EHC)	Represents academic staff in EHC Faculty.	
Emily Walker	Executive Support Officer, Vice Chancellors Office	**Secretary, ASWG**	

Since the successful application for the University Bronze award in 2014, the ASWG has continued to have formal face-to-face meetings every two months to review the University's progress against the Athena SWAN action plan and general gender equality initiatives of the University [*2014 Action 1.2*]. The ASWG reports directly to the University's Strategic Management Team (SMT), chaired by the Vice Chancellor. It also reports to University Equality, Diversity and Inclusion Committee (EDC) chaired by the University Deputy Chief Executive, and to the Strategy Delivery Forum (SDF). Minutes of the Self-Assessment Team are presented to the University SMT, the EDC, SDF and the Board of Governors. The reporting structure is shown in Figure 11.
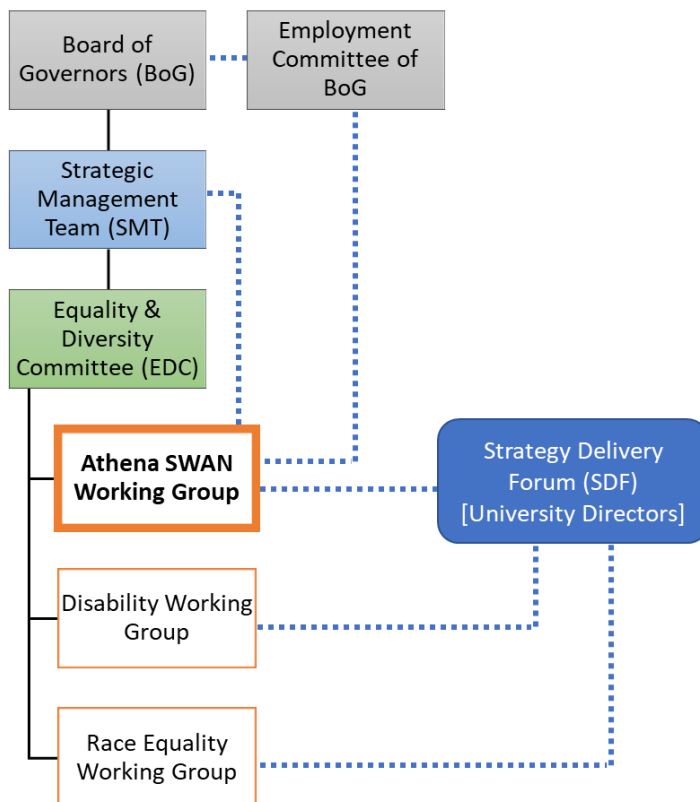
Figure 11 Reporting / Governance Structure for ASWG
Solid lines indicate formal reporting paths and dotted lines show paths for feedback and communication

The objectives of the ASWG are defined in the group's terms of reference. These include:

- To take responsibility for the implementation and evaluation of the Athena SWAN/Gender Equality Action Plan
- To analyse relevant data and identify positive action areas for Athena SWAN/Gender equality in the University STEM and AHSSBL departments
- To monitor and update the LJMU Athena Swan/Gender Equality Action Plan based on the positive action areas identified
- To apply for the Athena Swan Awards and oversee all departmental applications

- To report issues to do with gender equality to SMT, EDC and Board of Governors
- To review membership of the group every 2 years to ensure it represents the University Community and can deliver its key objectives

We have set a clear annual programme of meetings which includes a formal review of our action plans [*2014 Action 1.1*]. We have been engaging with staff at all levels through focus groups, surveys other working groups to gather views on a range of issues. These include work-life balance, parental leave, promotion, recruitment both of staff and students, career progression, mentoring, networking and access into leadership positions. Six consultation meetings took place between 2014 and 2016, giving colleagues the opportunity to air their views and suggest how changes can be made; these have been fed into the action plans that form part of the current document. In addition, we have made use of external consultants (Oxford Research and Policy) to provide information on best practice.

This document and Action Plan were presented to the University SMT for approval prior to submission and to ratify the resources needed for implementation.

(iii)   Plans for the future of the self-assessment team

The University ASWG will continue to implement the Action Plan and develop further actions to progress gender equality. The group will continue to meet every 2 months throughout the calendar year and provide support for the various Athena SWAN Departmental SAGs in gaining Athena SWAN accreditation. Specifically, it will:

Action 2	*Encourage, support and set targets for Departments to apply for Athena SWAN awards*

To further expand the reach of Athena SWAN engagement, it will hold briefing events in Faculties and Schools and schedule presentations at Faculty and School Management Team meetings:

Action 3	*Hold regular Athena SWAN briefing events in Faculties and Schools and support the creation of additional departmental Athena SWAN working groups including setting and monitoring targets for departmental participation*

Successful outcome of these actions will then provide the University with the platform to apply for Athena SWAN Silver, at Departmental and Institutional levels.

4. PICTURE OF THE INSTITUTION
Recommended word count: Bronze: 2000 words (1,930 words)

4.1. Academic and research staff data
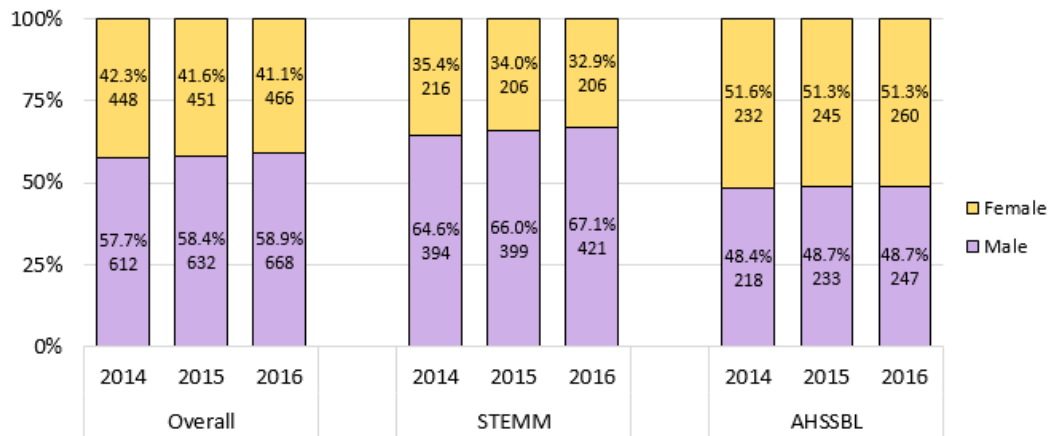(i)   Academic and research staff by grade and gender

Figure 12 University wide, STEMM and AHSSBL Departments Gender Data (Academic & Research Staff Only) 2014-2016

Figure 12 highlights the preponderance of male academic and research staff in the STEMM areas. In AHSSBL areas, women are in the majority, but in both areas, there has been a slight increase in the proportion of male staff over the period. The data suggest that stronger action is required to increase the representation of women within the STEMM subject areas.

As an outcome from our previous Athena SWAN action plan, to address female STEMM recruitment we have undertaken consultation exercises that involve two surveys and a variety of focus group/consultation meetings (four Women Professors/Readers meetings, and six Race, Gender and LGBT discussion meetings) [*2014 Action 3.1, 3.2*]. These have identified several recommendations, which we will implement to address the gender imbalances:

|	
Action 4	*Implement a proactive awareness programme to encourage females to start to think of STEMM careers at a very early age*
Action 5	*Review job advertisements to be more proactive in promoting inclusivity and opportunities for flexible working in order to address gender imbalances*
Action 6	*Engage shortlisting panels on the principles of gender equality and avoiding unconscious bias*
Action 7	*Encourage staff to use their own networks to promote applications from underrepresented groups*
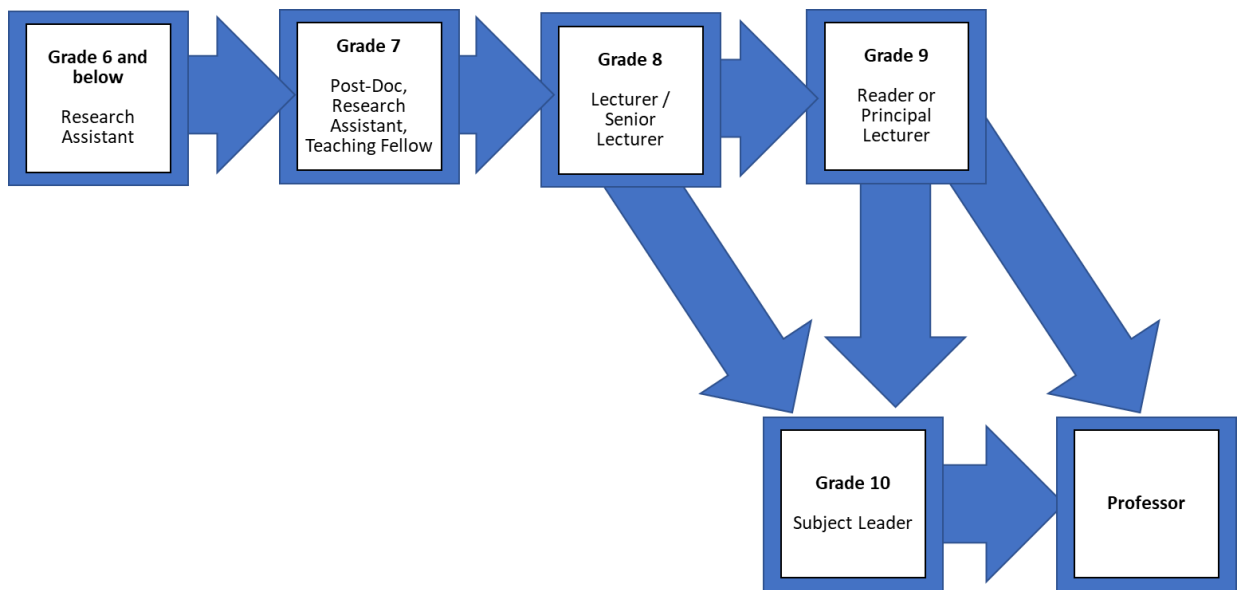
Figure 13 Promotion Routes Between LJMU Academic Staff Grades

Figure 13 shows our staff grades and illustrates the promotion routes between them. Grade 9 has traditionally been associated with Reader, which typically requires significant research prowess; to allow progression for staff whose focus is mainly teaching (which includes many of our female academics), we are currently in the process of introducing promotion to Grade 9 under a teaching remit. Breaking down the barrier at Grade 8 was in our 2014 Action Plan [*2014 Action 4.1*].
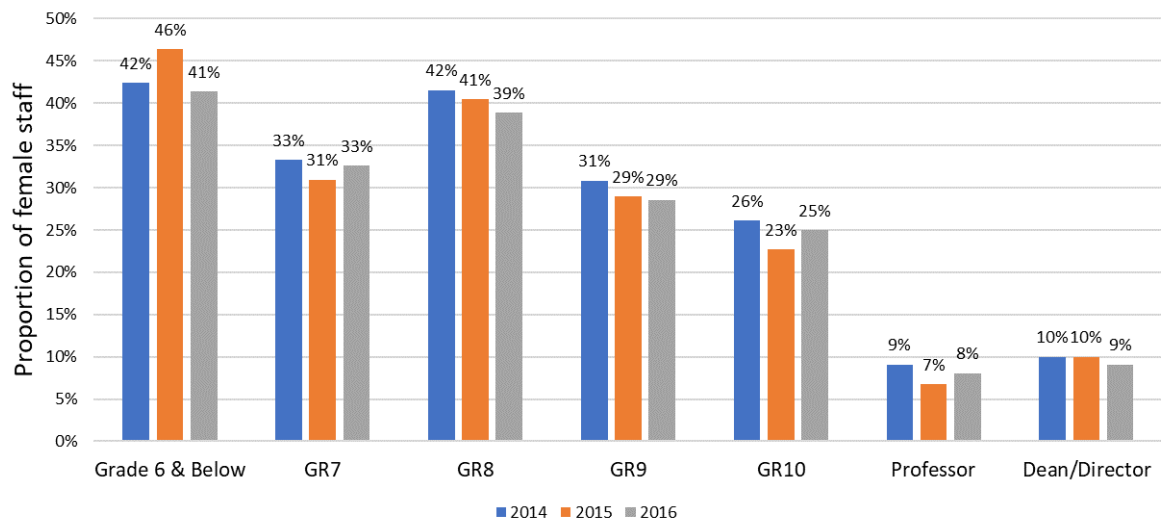
Figure 14 STEMM Academic and Research Staff Gender by Grade (2014-2016)

Figure 14 shows the proportion of female academic and research staff by grade within STEMM subjects, with the distribution of staff in Figure 15. Male staff in STEMM significantly outnumber females at all grades (see also Figure 12). Most staff are at GR8 for both genders, but whereas 47.7% of men are at GR8, 61.8% of women are at this grade. The underrepresentation of women is greatest in the most senior positions. Though 13.5% of all male staff are at professorial level, just 2.4% of women are professors and there are far fewer women having Dean/Director roles. No progress is evident over the 3-year period, underlining the need for stronger measures.
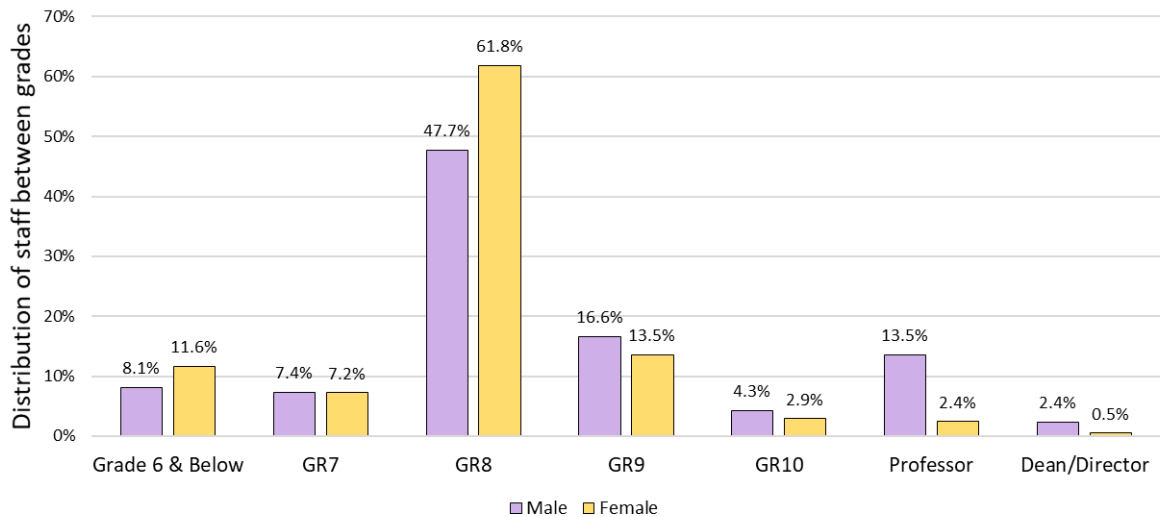
Figure 15 Distribution of STEMM Staff Between Grades in 2016 (total male = 481, total female = 206)

Our consultation activities [*2014 Action 3.3*] point to two main factors contributing to female under-representation at higher level grades. The first is recruitment of staff at these higher grades, which has already been noted (**Action 5-Action 7**). The second concerns progression of staff from lower to higher grades; this will be considered in greater detail below.
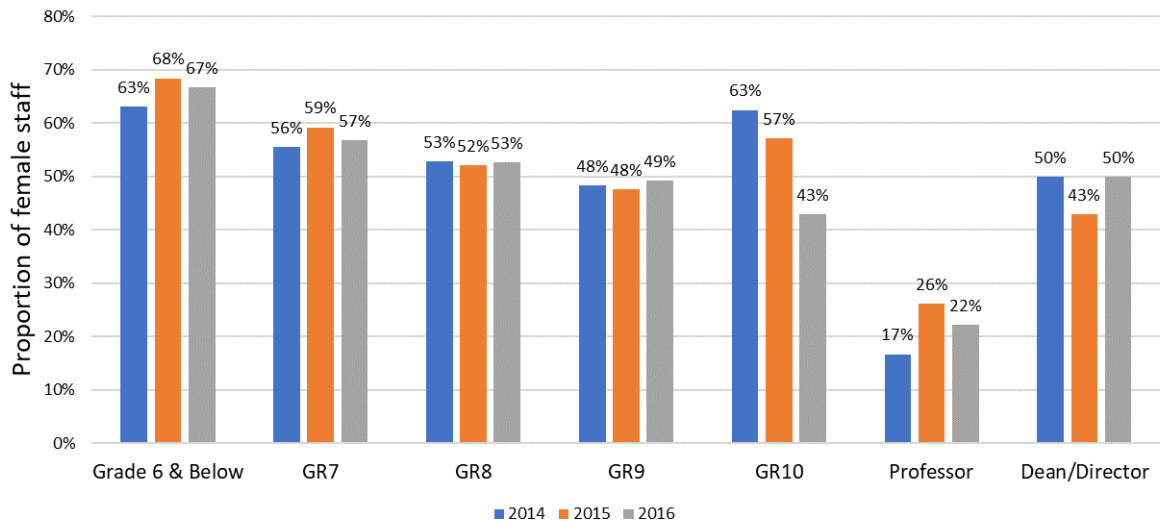

Figure 16 AHSSBL Academic and Research Staff Gender by Grade (2014-2016)

Overall, women staff are in the majority in our AHSSBL areas (Figure 12). Figure 16 shows broadly similar gender distribution across grades 7-10 and Dean/Director, but at Professorial level the proportion of women is far less, and the lowest grades have significantly higher numbers of female staff. Figure 17 shows that higher proportions of AHSSBL staff are at GR8 compared to the situation in STEMM. Once again, the Professor grade is attained by a far lower proportion of female staff compared to males (2.3% versus 8.5%)
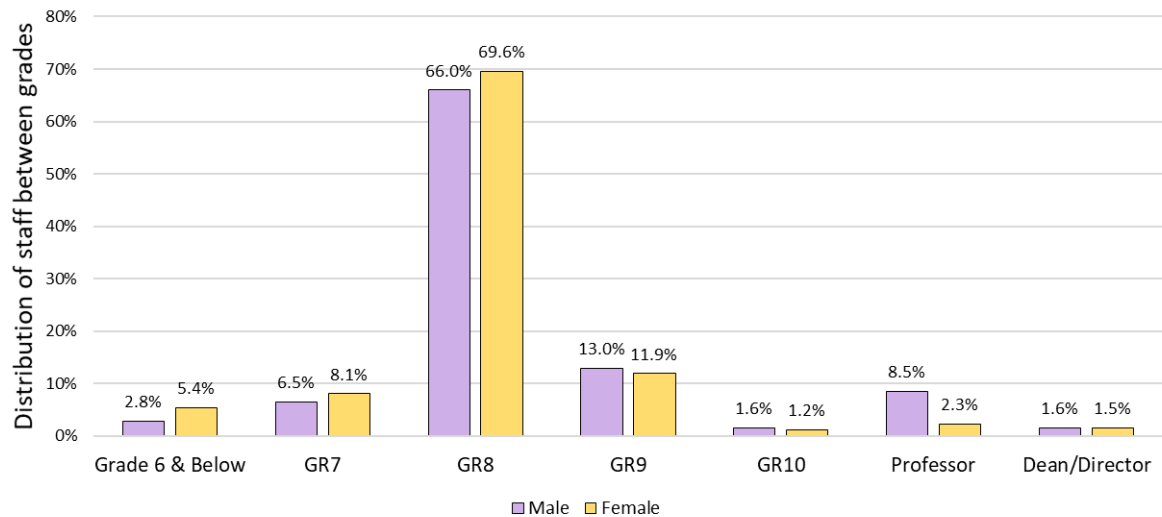
Figure 17 Distribution of AHSSBL Staff Between Grades in 2016 (total male = 247, total female = 260)

Career progression, particularly to Professorial level, is therefore a major factor that is common to both STEMM and AHSSBL. Our consultation activities helped identify several action points for the coming period:

Action 8	*Coaching, particularly for female staff and making use of successful role models, on what is needed for a successful application to higher grade positions*
Action 9	*Ensuring that coaching and mentoring duties are fully reflected in the University Workload Model*

At consultation meetings, it was also highlighted that successful career progression, especially to Professor, often depends on being research active. This is particularly challenging for those with caring responsibilities and so to address this, we will create an enhanced support scheme for staff returning from maternity leave or extended sick leave so that they can re-establish their research activities.

Action 10	*Offer workload remission to women returning from maternity leave and staff returning from extended sick leave so that they can re-establish their research (and related) activities, with appropriate monitoring and support during their re-integration*

Table 2 records overall numbers of staff on full-time or part-time contracts, which shows that part-time working is greater for female staff, and in AHSSBL rather than STEMM.

Table 2 University Wide Ratio of Staff on Full-time vs Part-time contracts

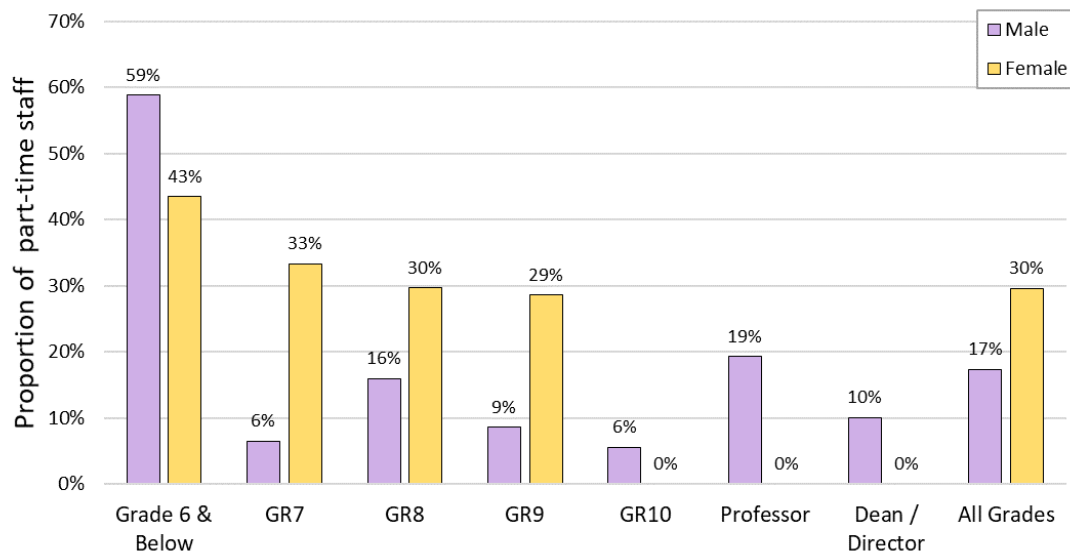|		2014		2015		2016	
		M	**F**	**M**	**F**	**M**	**F**
STEMM	Full-time	333	161	348	160	348	145
	Part-time	61	55	51	46	73	61
	Total	**394**	**216**	**399**	**206**	**421**	**206**
	% Part-time	15%	25%	13%	22%	17%	30%
AHSSBL	Full-time	176	148	189	164	189	153
	Part-time	42	84	44	81	58	107
	Total	**218**	**232**	**233**	**245**	**247**	**260**
	% Part-time	19%	36%	19%	33%	23%	41%

Figure 18 Proportion of Staff who are Part-time by Grade and Gender in 2016 (STEMM)

The gender balance of full-time versus part-time staff at the various grade points is shown in Figure 18 for staff in the STEMM disciplines and Figure 19 for AHSSBL (only data from 2016 is presented for clarity). At Grade 6 in STEMM and Grade 7 in AHSSBL, more than half the staff by number have fractional contracts. Part-time working opportunities are widely utilised by both male and female staff, and at every level, but women are more likely than men to utilise part-time working.
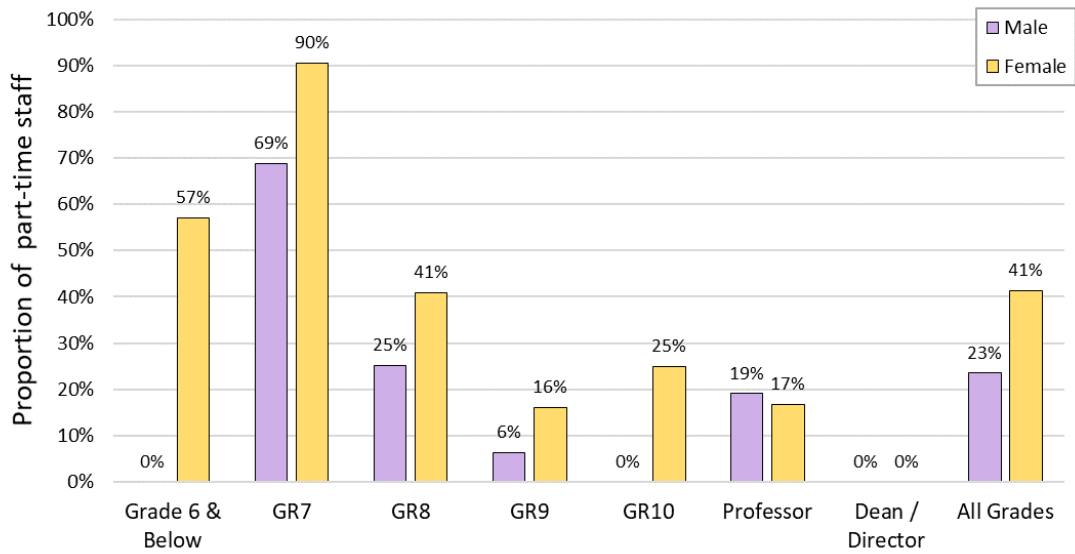
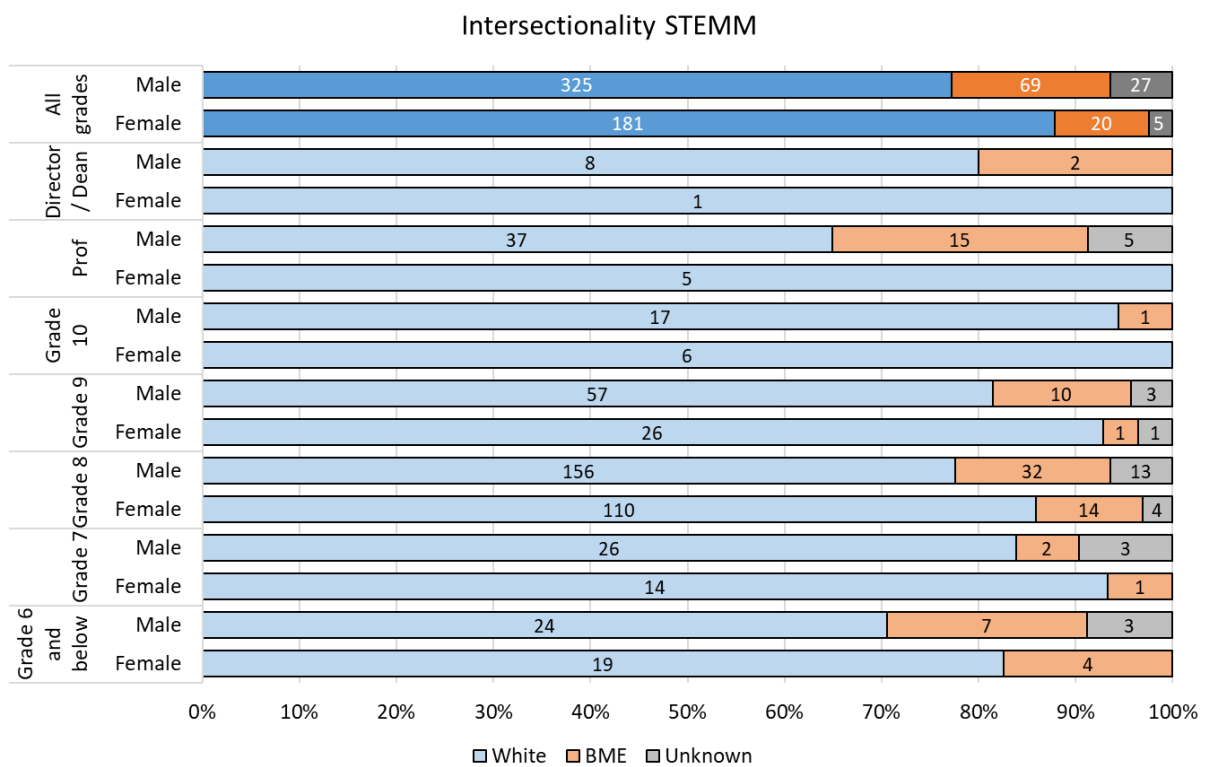**Figure 19 Proportion of Staff by Grade showing Gender and Full-time / Part-time Status in 2016 (AHSSBL)**

Figure 20 Intersectionality of STEMM academic staff (2016)

Intersectionality AHSBBL

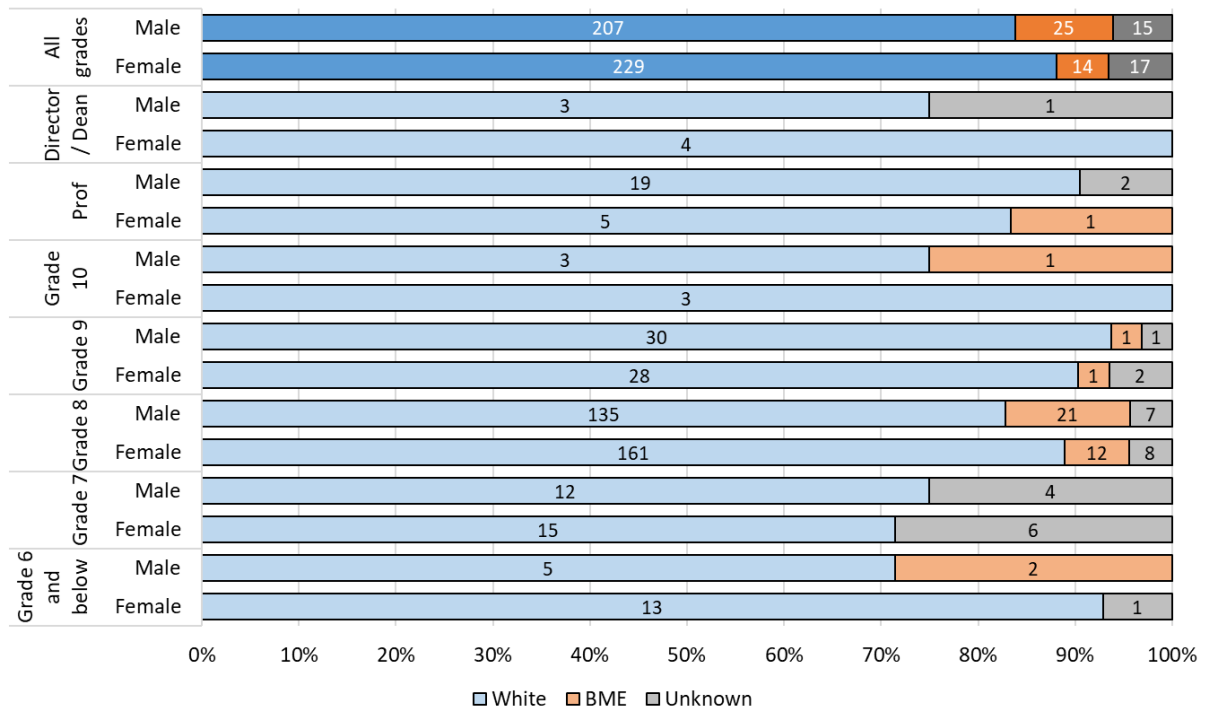|		White	BME	Unknown
All grades	Male	207	25	15
	Female	229	14	17
Director / Dean	Male	3		1
	Female	4		
Prof	Male	19		2
	Female	5	1	
Grade 10	Male	3	1	
	Female	3		
Grade 9	Male	30	1	1
	Female	28	1	2
Grade 8	Male	135	21	7
	Female	161	12	8
Grade 7	Male	12		4
	Female	15		6
Grade 6 and below	Male	5	2	
	Female	13		1

Figure 21 Intersectionality of AHSSBL staff (2016)

Figure 20 and Figure 21 show the intersectionality of our academic staff in the STEMM and AHSSBL areas, respectively. The following trends can be discerned:

- BME academic staff are 11.3% of the total, but there is a large gender difference (14.1% of males and 7.3% of females are BME)

- There is also a difference in the overall proportion of BME staff between subject disciplines (15.7% of STEMM academics and 7.7% of AHSSBL academics are BME)

- The most notable difference by grade is that male STEMM Professors have far higher proportions of BME staff (25.5%)

To address the underrepresentation of female BME staff at all levels, and BME staff in AHSSBL, we will:

> **Action 11   Review and act on ways to improve recruitment of female BME staff and of BME staff in the AHSSBL areas**

Figure 22 shows comparisons between proportions of staff who are BAME for LJMU and its local peer group universities. Manchester and Liverpool have medical schools and as such would be expected to have higher proportions of staff who are BAME, which is observed.
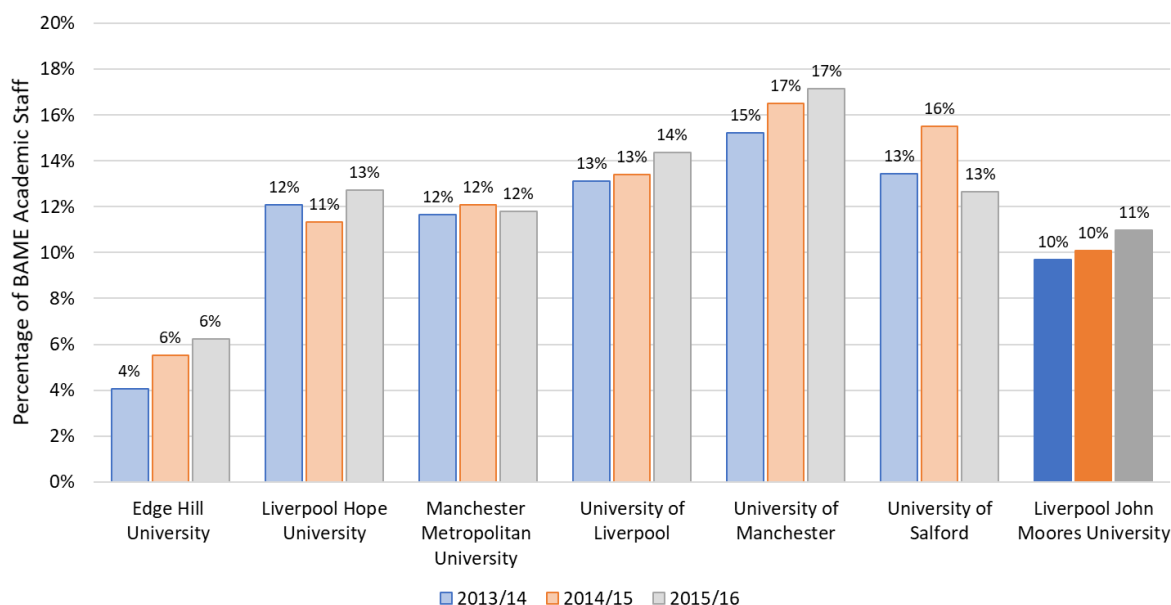
Figure 22 Comparison between LJMU and its local peer group universities of the proportion of academic staff who are BAME
Calculated percentages are based on headcounts of staff who are BAME and White (staff who are of unknown ethnicity have been ignored for the purposes of the comparison).

(ii)   Academic and research staff on fixed-term, open-ended/permanent and zero-hour contracts by gender

At LJMU, no academic or research staff are employed on zero-hours contracts. Table 3 details mode of employment over the last 3-year period.

LJMU's policy is to make only limited use of fixed-term contracts for academic staff, with <2% of academic staff on such contracts. This is part of our strategy to deliver an excellent student experience and to avoid the negative consequences for retention and progression (Principle 6). The implementation of this policy is shown by the number of fixed-term academic staff falling over the period. Occasionally, staff absence (sickness, parental), secondment, or funded research makes it necessary to appoint a replacement, in which case quality considerations mean we appoint fixed-term contracts to promote continuity in the student experience. There is no significant gender difference in the proportion of short-term academic staff; the higher numbers of male academic staff overall have been noted earlier and action points (**Action 5, Action 6** and **Action 7**) are aimed at rebalancing this.

Permanent research-only contracts are rare at LJMU and are used where the staff fulfil a specific institutional role that is not subject to short-term research grant funding. It is the sector norm for post-doctoral staff on research grants to be employed on fixed-term contracts and a proportion of our research staff are also hired on this basis. The data show no gendered patterns.

Table 3 University Wide Ratio of Staff on Fixed-Term Contracts vs Permanent Contracts

ALL STAFF		2014			2015			2016		
		M	F	% F	M	F	% F	M	F	% F
Academic	Fixed-term	17	12	41%	14	9	39%	11	9	45%
	Permanent	521	384	42%	550	393	42%	581	410	41%
	Total	**538**	**396**	**42%**	**564**	**402**	**42%**	**592**	**419**	**41%**
	% Fixed-term	*3%*	*3%*		*2%*	*2%*		*2%*	*2%*	
Research	Fixed-term	48	34	41%	44	35	44%	50	36	42%
	Permanent	26	18	41%	24	14	37%	26	11	30%
	Total	**74**	**52**	**41%**	**68**	**49**	**42%**	**76**	**47**	**38%**
	% Fixed-term	*65%*	*65%*		*65%*	*71%*		*66%*	*77%*	

STEMM		2014			2015			2016		
		M	F	% F	M	F	% F	M	F	% F
Academic	Fixed-term	12	5	29%	11	3	21%	7	2	22%
	Permanent	311	165	35%	325	162	33%	345	167	33%
	Total	**323**	**170**	**34%**	**336**	**165**	**33%**	**352**	**169**	**32%**
	% Fixed-term	*4%*	*3%*		*3%*	*2%*		*2%*	*1%*	
Research	Fixed-term	48	31	39%	42	29	41%	46	28	38%
	Permanent	23	15	39%	21	12	36%	23	9	28%
	Total	**48**	**31**	**39%**	**42**	**29**	**41%**	**46**	**28**	**38%**
	% Fixed-term	*68%*	*67%*		*67%*	*71%*		*67%*	*76%*	

AHSSBL		2014			2015			2016		
		M	F	% F	M	F	% F	M	F	% F
Academic	Fixed-term	5	7	58%	3	6	67%	4	7	64%
	Permanent	210	219	51%	225	231	51%	236	243	51%
	Total	**215**	**226**	**51%**	**228**	**237**	**51%**	**240**	**250**	**51%**
	% Fixed-term	*2%*	*3%*		*1%*	*3%*		*2%*	*3%*	
Research	Fixed-term	0	3	100%	2	6	75%	4	8	67%
	Permanent	3	3	50%	3	2	40%	3	2	40%
	Total	**3**	**6**	**67%**	**5**	**8**	**62%**	**7**	**10**	**59%**
	% Fixed-term	*0%*	*50%*		*40%*	*75%*		*57%*	*80%*	

Our 2014 Action Plan included measures to investigate why more females than males at that time left at the end of fixed-term contracts [*2014 Action 2.4*] and steps that might be needed to address this [*2014 Action 2.5*]. The findings have fed into our current

action plan on flexible-working opportunities (**Action 25, Action 29**) and improved support for returners from maternity (**Action 10**).

To provide cover for temporary staff absence, temporary increase in workload, or for other temporary occasions for a period of work for at most one or two semesters, LJMU also employs Sessional, hourly-paid staff (Table 4). AHSSBL subjects make greater call on Sessional staff than in the STEMM area; the gender distribution reflects subject differences, with females working more hours in AHSSBL and males in STEMM. The proportion of hours delivered by Sessional staff corresponds to around 2-3% of the total worked by academic staff.

Table 4 Hours worked by Sessional, hourly-paid staff by gender
The proportion of Sessional hours out of the total academic provision is calculated on the basis that 1 full-time FTE corresponds to 1498 hours

		2014			2015			2016		
		M	**F**	**% F**	**M**	**F**	**% F**	**M**	**F**	**% F**
AHSSBL	Sessional hours	7,537	10,365	58%	6,734	8,360	55%	7,489	10,207	58%
	Proportion of total	2.5%	3.5%		2.1%	2.7%		2.2%	3.2%	
STEMM	Sessional hours	4,574	3,375	42%	8,727	4,898	36%	6,613	5,782	47%
	Proportion of total	1.6%	1.2%		3.1%	1.8%		1.1%	2.2%	

To provide opportunities for continuity of employment, employees who are at risk of redundancy are placed on the University's redeployment register. They are then eligible for priority consideration for any existing vacancy before that vacancy is advertised internally, or externally.

(iii)   Academic staff by contract function and gender: research-only, research and teaching, and teaching-only

Most academic contracts at LJMU encompass both teaching and research (Figure 23), with the growth in staff numbers being mainly in staff who have 'research and teaching' contracts. For both research-only and teaching-only staff, there is approximate gender parity. Teaching-only and research-only contracts make approximately 11% of the total (Figure 24). A higher proportion of men have teaching and research contracts, and in consequence higher proportions of women are on research-only and teaching-only contracts.

Figure 25 shows how gender balance and grades are distributed amongst the different categories of staff (for brevity, only data from 2016 is shown). All research-only and teaching-only staff have contracts at Grade 8 or below and all teaching-only staff at grade 7 or below. The grade distribution for the three contractual categories reflect intrinsic role differences.
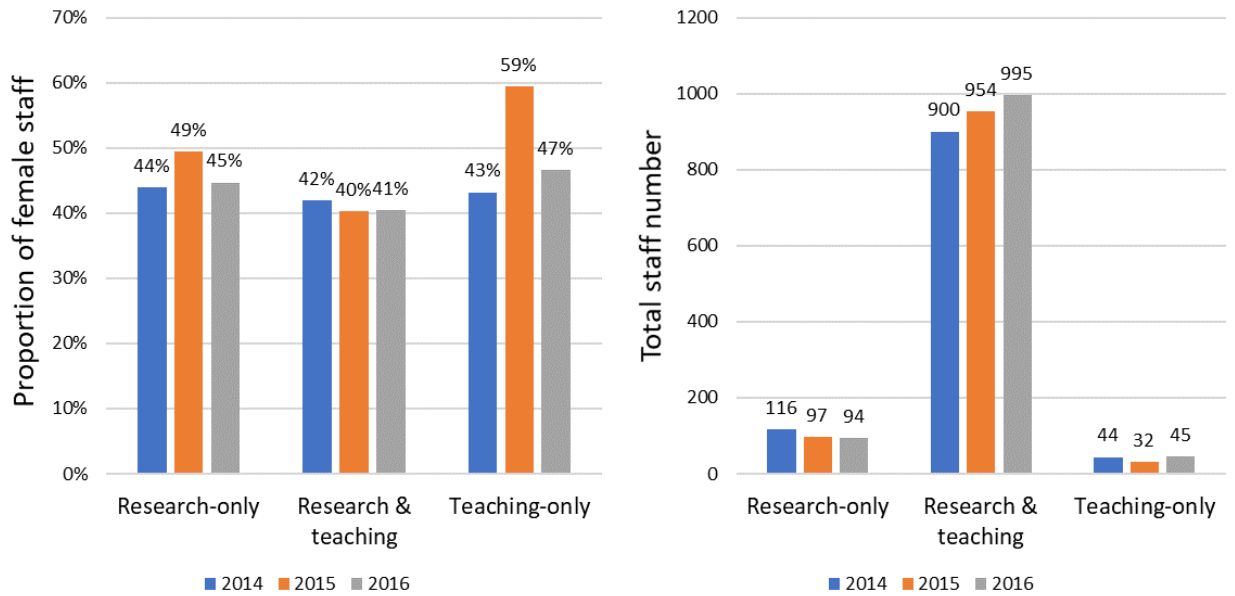
Figure 23 Proportion of Females and Total Numbers of Staff having Research-only, Research and Teaching, and Teaching-only Contracts
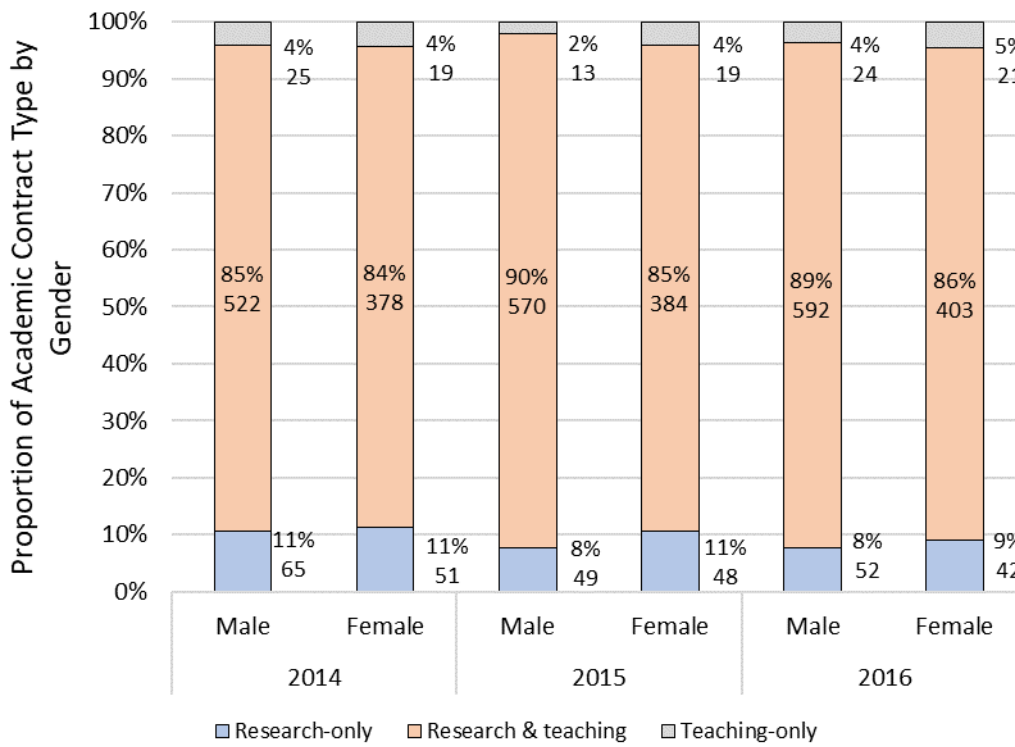

Figure 24 Proportions and numbers of women and men on Research-only, Research and Teaching, and Teaching-only Contracts
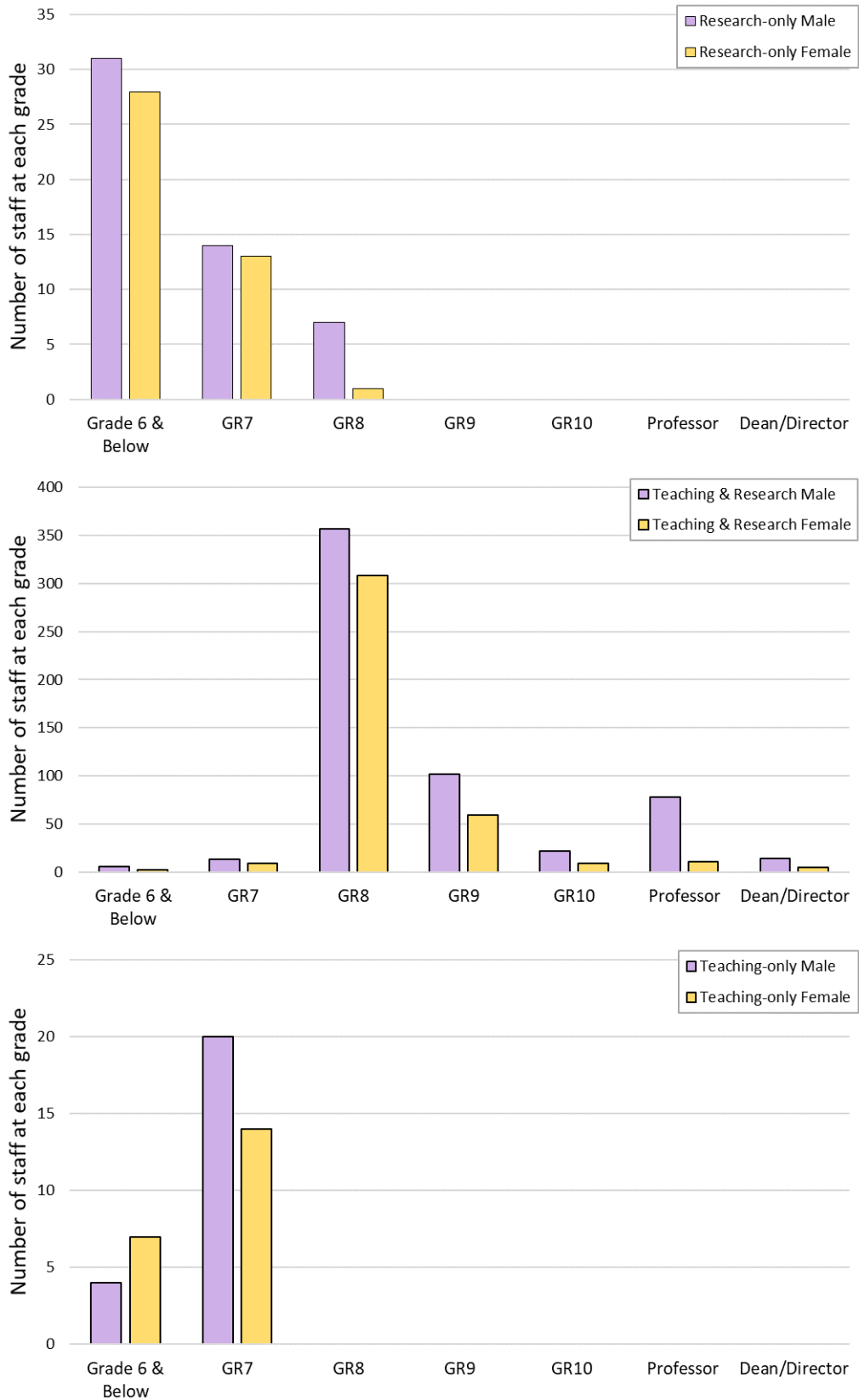
Figure 25 Distribution by Grade and Gender Balance of Research-only, Teaching and Research and Teaching-only Staff (data from 2016)

The preponderance of staff on 'teaching and research' contracts means that the data for this group largely reflects the situation discussed earlier for all staff (section 4.1 (i)). These data, which show low proportions of female staff at the higher grades, are the subject of a several prior action points designed to address female recruitment and promotion (**Action 4-Action 10**).

(iv)   Academic leavers by grade and gender

Table 5 Academic Staff Turnover (2014-2016)

	2014			**2015**			**2016**		
Leaving mode	**Fem.**	**Male**	**%F**	**Fem.**	**Male**	**%F**	**Fem.**	**Male**	**%F**
Resignation	32	25	56%	30	23	57%	30	38	44%
Fixed-term end	10	29	26%	15	24	38%	22	24	48%
Retirement	3	2	60%	2	13	13%	4	6	40%
Redundancy	5	3	63%	2	2	50%	1	0	100%
Other	2	5	29%	0	1	0%	2	4	33%
Total	**52**	**64**	**45%**	**49**	**63**	**44%**	**59**	**72**	**45%**
Turnover	**11.6%**	**10.5%**		**10.9%**	**10.0%**		**12.7%**	**10.8%**	

Analysis of academic staff turnover data was a previous action [*2014 Action 2.3*] and this is listed in Table 5; LJMU has an average overall academic staff turnover of 11.0% per annum, with turnover of females being slightly higher than that of males. Resignations are the reason for the highest proportion of leavers, followed by staff who have come to the end of fixed-term contracts.
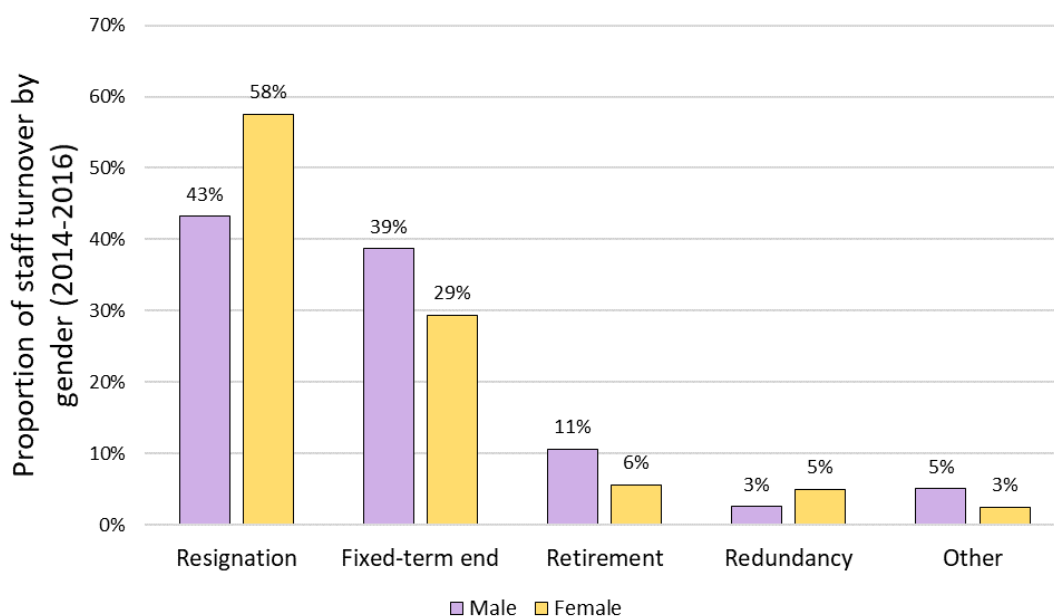

Figure 26 Distribution of Reasons for Staff Turnover by Gender (2014-2016 combined)

The gender breakdown of staff turnover is shown in Figure 26, where the 3 years of data are amalgamated due to low numbers in some categories. More men than women retired, reflecting a historic gender demographic. There were more males leaving fixed-term posts, consistent with higher male numbers of such posts. The numbers of staff

leaving by redundancy, dismissal or other reasons is very low and not a significant turnover route.

However, despite women academic staff being only 41% of the total, 52% of all resignations are from females and the proportion of females departing via this route (58%) is significantly higher than that for males (43%). Coupled with difficulties in recruiting female academics, this shows that female academic staff retention needs to be an increased priority. We will therefore:

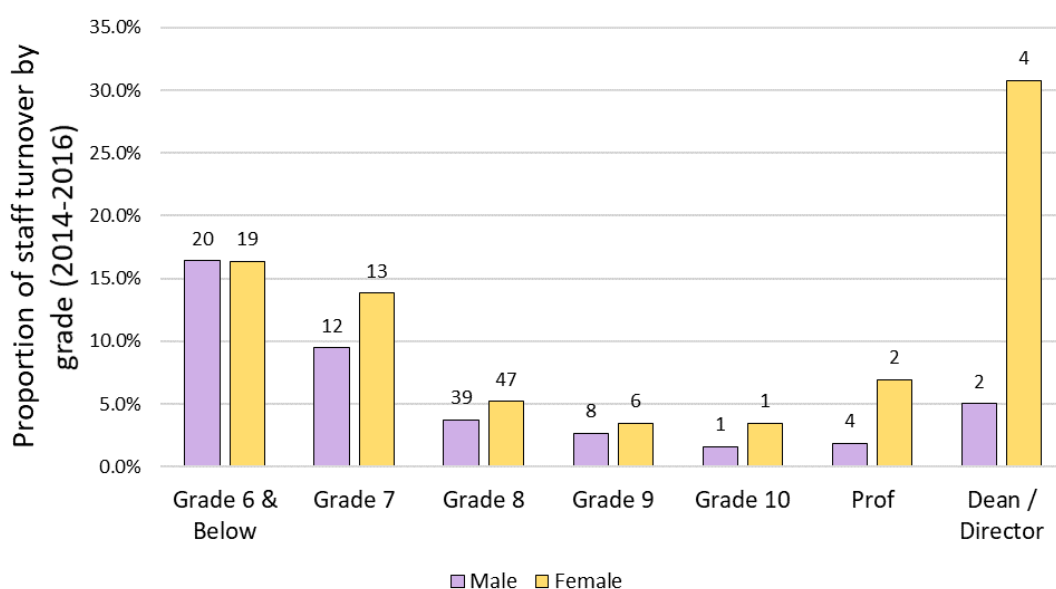| Action 12 Examine further the reasons for higher levels of resignations by female staff, with a view to taking steps to address any issues raised |
| --- |

Figure 27 Proportion of Female Staff Resignations by Grade (2014-2016)
Data from 2014-2016 have been combined. Total staff numbers are indicated above each bar.

The turnover from resignations by grade is shown in Figure 27, where due to low numbers at the higher grades, data from the 3-year period are combined. The resignation rate of female staff is higher at all grades 7 and above. While low numbers make comparison at the higher grades imprecise, the increased turnover by resignation of female staff appears to occur across the grade spectrum. Examination of the reasons for this will be undertaken under **Action 12**.

(v)   Equal pay audits/reviews

Table 6 shows a breakdown of pay for all core grades and the gender pay gap; the pay gap is monitored annually, and information presented to the University for information and action [*2014 Action 2.6*]. The overall gap is 14.56%, which arises from lower grades being disproportionately populated by female staff. In contrast, the highly paid Professorial staff are predominantly male. The pay gap is slightly down from the previous year (14.8%), and less than the national figure of 17.5% and that for the public

sector alone of 18.1% (ONS Annual Survey of Hours and Earnings ASHE November 2015). The pay gap at individual levels is minimal for all grades apart from the lowest band, Grade 3, where a -3.68% gap is evident.

Table 6 Breakdown by Gender of Average Pay for all Core Grades within the University
Data record the status on 1st August 2017

Grade	Male	Male Ave. Salary	Female	Female Ave. Salary	Pay Gap (%)
Grade 3	34	17,050	133	17,677	-3.68%
Grade 4	137	20,275	145	20,220	0.27%
Grade 5	81	24,248	180	24,457	-0.86%
Grade 6	104	29,797	192	29,809	-0.04%
Grade 7	137	36,092	137	35,973	0.33%
Grade 8	442	46,286	382	46,711	-0.92%
Grade 9	116	54,661	82	54,226	0.80%
Grade 10	30	62,114	27	61,813	0.48%
Profs	74	70,043	14	68,894	1.64%
Hay 1	5	86,570	4	86,570	0.00%
Hay 2	11	74,569	8	74,569	0.00%
Hay 3	4	68,925	0	-	-
Overall	***1177***	***41,437***	***1306***	***35,402***	***14.56%***

The data again highlight the paucity of females at higher grades; increasing the number of females in higher grades is addressed in previous action points (**Action 8**). Conversely, males are underrepresented at grades 6 and below and so we will:

> *Action 13 Pro-actively encourage male applications for positions at grades 6 and below*

Our top three priorities are:

- Reduce the gender disparity between numbers of staff at high and low grades
- Increase the proportion of female Professors
- Increase the proportion of female Readers, to create a pipeline for Professorial promotions

5.   SUPPORTING AND ADVANCING WOMEN'S CAREERS
Recommended word count: Bronze: 5000 (+500) words (5,833 words)

5.1.   Key career transition points: academic staff
(i)   Recruitment

Our 2014 Action Plan included devising positive measures to encourage more female applications [*2014 Action 2.2*] and as an outcome we now ensure that recruitment panels include a mix of genders and all panel members are provided with training on equality and diversity and the need to avoid unconscious bias. Shortlisting and selection of candidates is performed in accordance with our policies on equality and diversity.

Table 7 Recruitment Activity (All Academic Staff)

	2014			2015			2016			Overall		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F
Applications	1253	1655	**43%**	1301	2301	**36%**	1615	2631	38%	4169	6587	**39%**
Interviews	260	324	**45%**	252	413	**38%**	321	556	37%	833	1293	**39%**
Hires	77	67	**53%**	81	91	**47%**	99	121	45%	257	279	**48%**
Applicants interviewed	21%	20%		19%	18%		20%	21%		20%	20%	
Interviewees hired	30%	21%		32%	22%		31%	22%		31%	22%	
Applicants hired	6%	4%		6%	4%		6%	5%		6%	4%	

Table 8 Recruitment Activity (AHSSBL Posts)

	2014			2015			2016			Overall		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F
Applications	**701**	803	**47%**	743	818	**48%**	777	864	**47%**	2054	2498	**45%**
Interviews	**138**	148	**48%**	156	142	**52%**	165	174	**49%**	392	461	**46%**
Hires	**48**	26	**65%**	56	34	**62%**	59	44	**57%**	135	84	**62%**
Applicants interviewed	**20%**	18%		21%	17%		21%	20%		19%	18%	
Interviewees hired	**35%**	18%		36%	24%		36%	25%		34%	18%	
Applicants hired	**7%**	3%		8%	4%		8%	5%		7%	3%	

Table 9 Recruitment Activity (STEMM Posts)

	2014			2015			2016			Overall		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F
Applications	552	852	**39%**	662	1468	**31%**	901	1769	**34%**	2115	4089	**34%**
Interviews	122	176	**41%**	125	287	**30%**	194	369	**34%**	441	832	**35%**
Hires	29	41	**41%**	38	67	**36%**	55	87	**39%**	122	195	**38%**
Applicants interviewed	22%	21%		19%	20%		22%	21%		21%	20%	
Interviewees hired	24%	23%		30%	23%		28%	24%		28%	23%	
Applicants hired	5%	5%		6%	5%		6%	5%		6%	5%	

The data (Table 7-Table 9) show that more males than females apply for academic posts. However, there are marked differences between STEMM and AHSSBL, with broadly equal number of male and female applicants in AHSSBL, but females making only 34% of STEMM applications. The gender balance selected for interview was approximately in proportion to that of applications. However, at interview, females

were more likely to be recruited than males, with 48% of hires being female even though only women made up only 39% of interview candidates and applicants. The difference is particularly marked in AHSSBL, where 45% of female applicants resulted in 62% of hires. The discrepancy suggests either that panels are overly prone to select female staff at interview, or that too high a proportion of male candidates are shortlisted. To investigate this further, we will:

Action 14	*Review the shortlisting and selection of candidates by gender, and feed actions into our recruitment process*
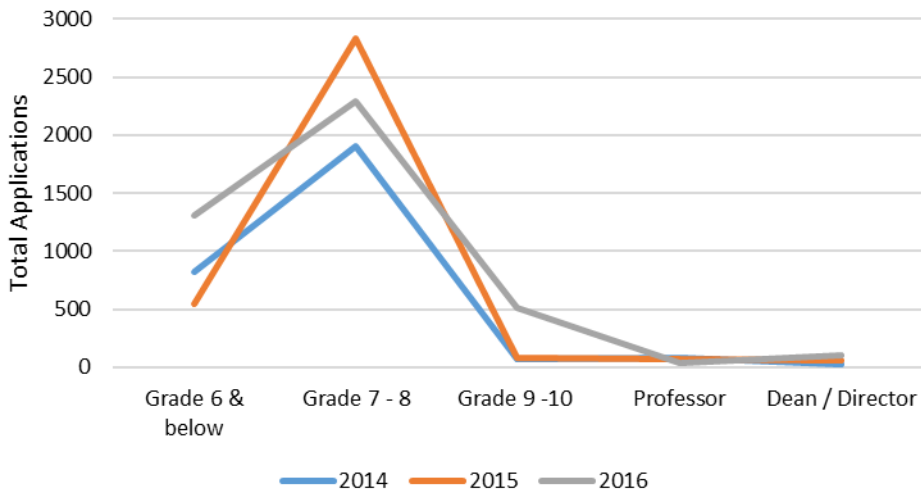
Figure 28 Number of Applications by Grade
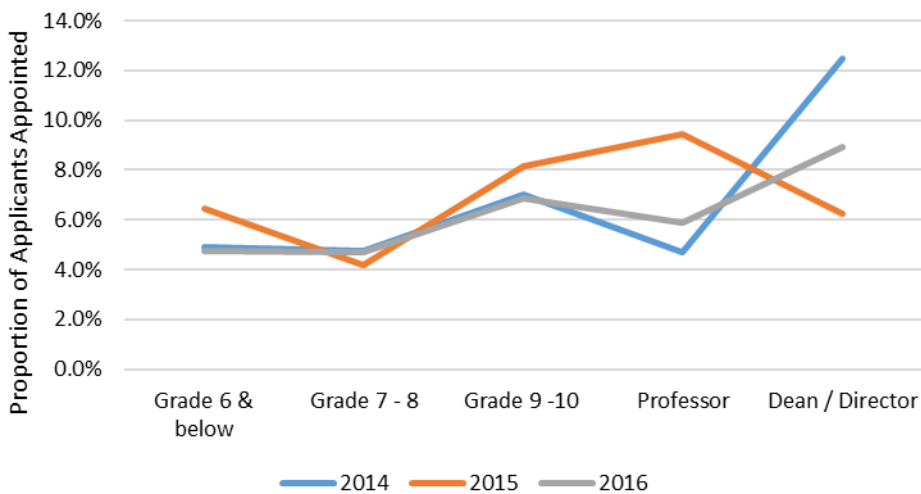
Figure 29 Overall Application Success Rate by Grade

Figure 28 shows how the total application pool differs by grade, and Figure 29 the overall success rate over the period. There are far fewer applications for higher grade positions, but overall success rate is broadly comparable, at around 6% of applications, irrespective of grade.
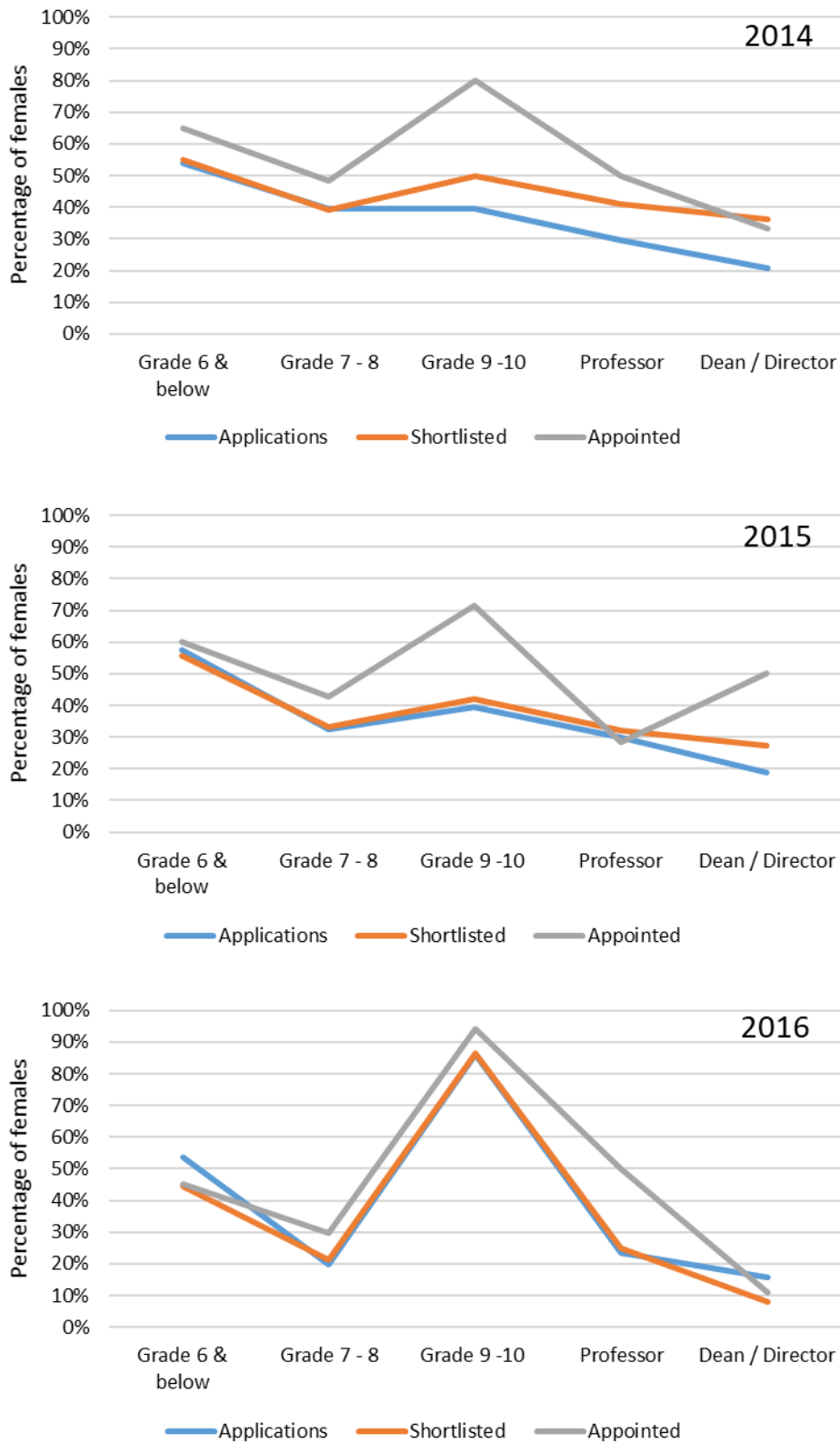
Figure 30 Recruitment by Grade

Figure 30 shows the gender distribution of applicants, shortlisted candidates and appointees by grade. At all levels, female applicants are slightly more likely to be

shortlisted and appointed than their male counterparts. However, the proportion of female applicants reduces significantly as the seniority of the position increases.

The data strongly suggest that the bottleneck to increasing the proportion of female academic staff results from a lack of applications from suitable candidates. This is particularly the case in STEMM (Table 9). While in some STEMM subjects there are fewer females with the necessary expertise and background, reflecting the national situation, there are several action points that we will implement to encourage suitable female applicants (**Action 5-Action 7**). In some areas, where this is appropriate, we will also take steps to encourage more male applications (**Action 7, Action 13**).

(ii)   Induction

The University has the following induction programmes:

1. A Welcome programme for all new staff every 6-8 weeks.
2. A 3-year formal induction programme for new academic staff.
3. "Introduction to research" sessions, which take place 5 times per year.

The induction programme is mandatory for all staff. Effectiveness is reviewed via a post-session evaluation survey, which provides feedback in terms of its content, format and efficacy.

We also have feedback from the University Staff survey, which reveals that both male and female new starters found the programme useful and beneficial. Below are some feedback quotes from staff about the programme:

> *"It was excellent, enjoyable, informative and well planned (again); the contact leaflets distributed at the end of the session were also a great touch"*

> *"The interaction with a wide range of researchers and supporting staff was really useful - much more so than sitting being talked at for an hour"*

(iii)   Promotion

Applications for Readership/Professorship conferment are advertised internally, for submission at the end of January each year. Information sessions are provided for intending applicants to assist with deciding whether they meet the criteria, which reflect sector-wide standards. Line Managers also assist potential candidates during annual appraisal (PDPR) discussions.

Promotion to Reader/Professor can be on one or more of the following grounds, which cover a range of work-related activities:

- As academic leaders
- As researchers and scholars
- As teachers
- As entrepreneurs

Applications are initially reviewed by a Faculty panel, then the University conferment panel before being sent to external referees. The University panel is constituted to have gender balance and includes a senior external academic to ensure that sectoral

standards are met. It is university policy to take account of the impact of career breaks on promotion and the process assesses this on a case-by-case basis.

Table 10 Professorial Promotion Applications (2014-16)

Year	2014	2015	2016
Total Male Applicants	7	10	5
Male Applicants (% of eligible)	6.1%	8.1%	5.0%
Total Female Applicants	3	6	4
Female Applicants (% of eligible)	4.4%	8.8%	5.9%
Shortlisted Males (% of Applicants)	5 (71%)	8 (80%)	2 (40%)
Shortlisted Females (% of Applicants)	2 (67%)	4 (67%)	2 (50%)
Successful Males (% shortlisted)	3 (60%)	5 (63%)	2 (100%)
Successful Females (% of shortlisted)	2 (100%)	3 (75%)	2 (100%)

Table 10 lists the statistics surrounding Professorial promotion applications. The number of candidates each year is small, which reflects the high standards required and the limited pool of eligible staff. Progression to Professor is from posts at grade 9 or 10, and the number of applications from females, while fewer than those from males, is commensurate with the proportion of women at those grades (37%); the proportion of eligible candidates who apply is around 6% for each gender. The proportion of applicants shortlisted and successful shows no gender differences.

We have proactively encouraged female applications for Professor in recent years and the success of these measures is reflected in application rates for eligible females now being the same as that for males. The total number of female Professors at LJMU is, however, so low that we intend to take additional steps to stimulate applications from women. Promotion issues are often specific to subject areas and to address this we will:

Action 15   Implement Faculty-specific annual promotion workshops

By focussing on local subject requirements, this action will also allow us to address issues in specific areas; these include under-representation of females in senior posts in STEMM, but also under-representation of males in certain disciplines such as Education and Nursing.

Table 11 shows the statistics relating to Reader promotion. There are more applications for Readership than for Professorship, which is due to the far larger eligible staff pool. However, while 47% of grade 8 staff are female, only 29% of applications for Readership are from women. In terms of the eligible pool, approximately 6% of males apply each year, which is the same proportion as Professorial applications. However, females are half as likely to apply. The proportion of shortlisted and successful promotion applicants show no gender differences.

Table 11 Readership Promotion Applications (2014-16)

Year	2014	2015	2016
Total Male Applicants	22	19	22
Male Applicants (% of eligible)	6.6%	5.5%	6.0%
Total Female Applicants	9	8	9
Female Applicants (% of eligible)	3.0%	2.7%	2.9%
Shortlisted Males (% of Applicants)	14 (64%)	11 (59%)	12 (55%)
Shortlisted Females (% of Applicants)	6 (67%)	3 (38%)	6 (67%)
Successful Males (% shortlisted)	8 (57%)	5 (45%)	12 (100%)
Successful Females (% of shortlisted)	5 (83%)	3 (100%)	5 (83%)

The conclusion is that a major bottleneck in achieving a higher proportion of female Professors is the limited supply of candidates at the lower grade (typically Reader), and that promotion to Reader is limited by far lower numbers of female applications than expected statistically. The following specific actions will address this:

> *Action 16 Undertake a series of workshops that will encourage females to apply for Readership*
>
> *Action 17 Set and monitor institutional/Faculty targets for numbers of female promotion candidates*
>
> *Action 18 Ensure that panels and Senior Staff understand gender differences that influence promotion of candidates*

Promotion to Reader is also affected by research participation, which shows marked gender differences (see Section 5.1(iv)), and actions outlined there will also enhance the promotion pipeline.

If staff are unsuccessful in achieving promotion, they are given full feedback. They have the option to re-apply at the next possible opportunity, which will typically be the following year.

The perception of female staff about promotion, as evidenced by focus groups, tends to be negative:

> *'At LJMU the women had little confidence that promotion and conferment is truly fair, transparent and unbiased. … men are promoted more frequently and more quickly than their female colleagues'*
>
> *Report by LJMU Women's Professors Network; focus groups Feb 2015-June 2016*

To assess whether our latest actions are having the desired effects, we will:

> *Action 19 Hold focus group consultations to reassess how women view the fairness of our promotion processes*

(iv)   Staff submitted to the Research Excellence Framework (REF) by gender

LJMU's submissions to RAE2008 and REF2014 each involved selection of staff under a HEFCE-endorsed Code of Practice, based on the quality of the research outputs produced in the qualifying period.

At the point of the REF2014 submission, the gender balance within the University's academic staff body was 41% female and 59% male. The overall institutional submission to REF2014 was 26%, with the gender balance of the submitted pool being 29% female and 71% male. The equivalent figures from RAE2008 were comparable at 30% female, 70% male.
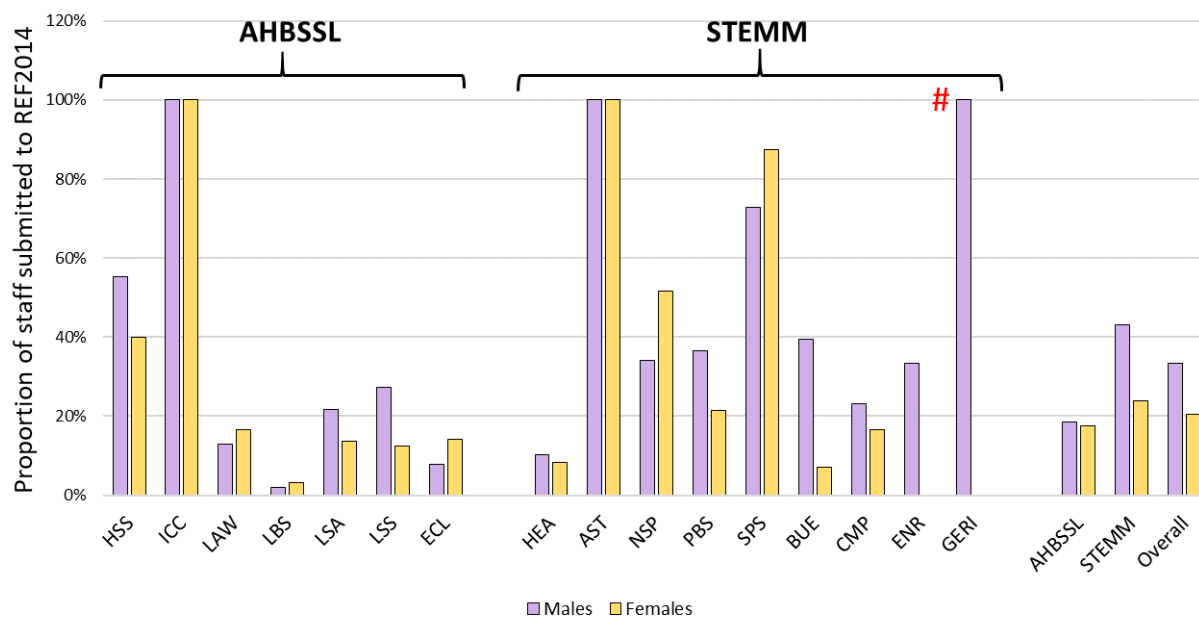

Figure 31 Proportions of Staff* Submitted REF2014 by Gender and School**
*Data do not include two male Professional Services staff who formed part of the submission
**School structure as in 2013, pre-dating a re-structure of the Faculty of Engineering and Technology
GERI did not include any eligible female staff

Figure 31 shows marked differences in the overall proportion of staff submitted between different Schools, ranging from 100% (of 24 staff) in Astrophysics (ARI) down to 3% (of 79 staff) in the Liverpool Business School (LBS). STEMM areas submitted a higher overall proportion of staff (37%) compared to AHBSSL (18%).

There was also significant variation in female representation in our submissions to REF2014: engineering units of assessment included no female members of staff, which was also the case in RAE2008; the small pool of eligible females within relevant Schools/Departments means that this is likely to be an ongoing issue. The AHSSBL areas submitted equal proportions of male and female staff, but for STEMM subjects the percentage of women submitted was considerably lower than for men (24% versus 43%).

We are aware that staff feel under-supported to perform research activities, which is evident from our latest staff survey (Table 12).

Table 12 Feedback from Staff Survey (2015) on availability of research support
Within the Staff Survey, respondents were able to withhold their gender if they preferred. Therefore, the overall % includes these individuals as well as those who indicated their gender

Staff Survey Question (2015)	% Positive	Male % Positive	Female % Positive
I have the resources and support I need to deliver my research	34	40	34

The University has taken actions to address this by increasing overall staffing levels, which has improved the Staff:Student ratio from 21.6 in 2014 to 18.4 in 2016. However, this alone does not mitigate the enhanced concerns of our female staff and therefore more needs to be done.

Selection of staff for RAE2008 and REF2014 was based on quality of research outputs and was externally benchmarked. The far lower submission rate for female staff in STEMM indicates that there are significant issues that constrain their research activities and we have investigated this as part of our 2014 Plan [*2014 Action 2.7*], which informs our current actions. These include several activities designed to mitigate gender-specific effects, particularly in STEMM areas, including mentoring (**Action 21, Action 23**) and increased support for women returning from maternity leave (**Action 10**). However, to address the concerns of our female staff over research support, we will:

> ***Action 20** Monitor and act upon gender differences in REF-relevant research activity and examine what additional support might be needed for female researchers*

SILVER APPLICATIONS ONLY

5.2. Key career transition points: professional and support staff

(N/A)

5.3. Career development: academic staff
(i) Training

Staff training and development is provided via our Leadership and Development Foundation, whose provision includes:

- Appraisal (PDPR) guidance sessions
- Delivery of a range of accredited training and development qualifications
- 1:1 leadership and management coaching

Online Equality and Diversity training is provided for all staff to raise awareness of equality and diversity issues regarding all Protected Characteristics.

Table 13 Uptake of Training Courses by Gender, AHBSSL, STEMM and Professional Service Areas

	Staff area	No of staff attending training	Male	Female	% Female uptake	% Female staff
2014	AHBSSL	341	148	193	57	52
	STEMM	226	104	122	54	35
	Professional Services	427	132	295	69	63
2015	AHBSSL	192	59	133	69	51
	STEMM	185	105	80	43	34
	Professional Services	257	92	165	64	63
2016	AHBSSL	292	84	208	71	51
	STEMM	188	86	102	54	33
	Professional Services	259	75	184	71	63

Data on uptake of training courses (Table 13) reveals that this is high across all areas, but women take advantage of the courses more than men. Possibly connected with this, greater male dissatisfaction in our training provision is evident from our latest Staff Survey (Table 14).

Table 14 Staff Survey (2015) feedback on training provision
Within the Staff Survey, respondents were able to withhold their gender if they preferred. Therefore, the overall % includes these individuals as well as those who indicated their gender

Staff Survey Question (2015)	% Positive	Male % Positive	Female % Positive
I am encouraged to develop new skills	52	52	58
I am satisfied with the training I receive in order to perform in my present job	51	49	58
Where I work I believe that training and development are deeply embedded	48	47	55

In light of the current gender imbalance in uptake, coupled with the greater male dissatisfaction with our training provision, we will:

Action 21   Investigate steps needed to increase male participation in training courses

Unconscious basis training has already been developed; to ensure that members of staff develop an awareness of the possibility of unconscious basis affecting their decision-making from 2018 we will:

Action 22   Embed elements of unconscious basis training in all areas of P&OD training for managers and those engaged in recruitment

We also offer a portfolio of 'ACTivator Programme' workshops that focus on research-specific topics. Between January 2016 and September 2017, 297 staff engaged with ACTivator, 50.7% of whom were female. Each workshop is subject to process

evaluation, with wider outcomes captured as part of our institutional monitoring processes.

LJMU has a work-shadowing scheme where new staff are assigned research mentors. Improved coaching/mentoring is part of our proposed action plan (**Action 8**), but to ensure that maximum benefit is gained, we will also:

> **Action 23** **Develop a formal training programme for the mentors and establish a process of monitoring to ascertain the benefits**

(ii)   Appraisal/development review

After extensive consultation with staff, we recently reviewed our Personal Development and Performance Review (PDPR) process. This had become necessary as staff survey results revealed varied experiences and issues with the existing appraisal system, as illustrated in Table 15, which shows that while take-up was high (>80%), satisfaction was low.

Table 15 Staff Survey (2015) feedback on existing (pre-2017) appraisal/development procedures
Within the Staff Survey, respondents were able to withhold their gender if they preferred. Therefore, the overall % includes these individuals as well as those who indicated their gender

Staff Survey Question (2015)	% Positive	Male % Positive	Female % Positive
In the past year, have you had a Personal Development and Performance Base review (PDPR)?	82	82	80
I value the PDPR process	41	41	48
I receive the support I need when I need it	66	67	71
Where I work, any poor standards of working are addressed	43	43	47

The revised process has been designed to be an annual conversation between staff and line managers to provide clarity about what is expected, and to plan, reflect and record performance, including any personal training and development and career/promotion aspirations. As the revised process is only just being introduced, we will:

> **Action 24** **Undertake an evaluation to see whether the expected benefits of the revised appraisal process are realised, especially relating to gender**

(iii)   Support given to academic staff for career progression

The University runs a programme of skills training workshops to support academics at various stages of their career, which are informed by information that has arisen from our 2014 Action Plan [*2014 Action 3.4*]. These opportunities are available for all research active staff, including postdoctoral researchers and postgraduate research students. The University also has an early career researcher development scheme that supports and funds collaboration with researchers external to LJMU. Between 2012-

2016, we received 105 applications and made 46 awards (41% female, which reflects our staff gender profile). We have a "buddy" scheme where all new lecturers are assigned another member of staff to assist them with exploring opportunities available for making progress in their careers. Mentoring via our Female Professors and Readers Networks plays an important part in career development for more junior female academics.

LJMU is a member of the Aurora Leadership Development. Each year, LJMU supports a cohort of female academics seeking career progression on this programme. All participants have a mentor who is a role model and will support them with their specific development needs.

Career progression of BME staff is a key consideration in the intersection of gender and ethnicity, and in the last 2 years since we introduced this, eight members of staff (5 male, 3 female; one at Grade 9 and seven at Grade 8) have been supported through the Stellar Leadership Development Programme to develop their skills.

> **SILVER APPLICATIONS ONLY**
>
> **5.4. Career development: professional and support staff** (N/A)

5.5. Flexible working and managing career breaks

All our policies that cover flexible working and managing career breaks are easily accessible online for all staff, along with guidelines for line managers. We also provide training for line managers on our family friendly policies. To ensure that our provision continues to meet employee needs, particularly as there are ongoing changes in our appraisal systems and workload models, we will:

> **Action 25 Review the effectiveness of our provision for flexible working and the training offered to managers**

(i)   Cover and support for maternity and adoption leave: before leave

The University offers employees with more than one year's continuous service enhanced (occupational) maternity pay (16 weeks enhanced plus 21 weeks statutory). Staff are encouraged to let us know as soon as possible if they are pregnant or considering going through the adoption process so that we can provide any additional support they require, which will include full consideration of health and safety matters where appropriate. During these discussions staff are advised as to the enhanced schemes and support that we offer, including the availability of antenatal care.

(ii)   Cover and support for maternity and adoption leave: during leave

The University maintains contact with employees during maternity leave. Staff are encouraged to continue to come to social events and celebrations within the University and locally within their departments. Discussions take place during the leave period regarding phased return to work, childcare vouchers offered by the university, and the network groups that we have for new parents or experienced parents. From feedback

we believe that this contact and the options open to individuals to allow them to return in a phased basis is a major reason for our very high maternity return rates (see below).

LJMU allows members of staff up to ten Keeping in Touch (KIT) days. The take-up of KIT days is given in Table 16.

Table 16 Staff take-up of Keeping in Touch (KIT) days

	2014	2015	2016
Staff on maternity leave	37	39	64
Staff taking KIT days	15 (41%)	18 (46%)	14 (22%)
KIT days taken	65	96	64

While many staff take advantage of these, 2016 saw a fall in uptake, suggesting that more needs to be done to promote this. To ensure that staff are fully aware of this option, we will:

Action 26   Raise awareness and understanding of Keeping in Touch (KIT) days

(iii)   Cover and support for maternity and adoption leave: returning to work

Staff may return to work at any time during their leave. Returning staff can request flexible working, where reduction in hours can be agreed for a defined period, for example until their child starts school.

Support for returning staff aims to cater for individual needs where possible; this is illustrated in the following feedback from a member of Professional Services staff:

> *"We chose to utilise shared parental leave so that my partner had the opportunity to be involved with our daughter for a longer period. It worked so well we are doing the same again for my imminent maternity leave.*
>
> *I am quite introverted, and this allowed me the space to return to work and have the reassurance that my daughter was being well looked after at home by her dad. I came back 3 days a week and because of the amazing annual leave entitlement I was able to use holidays each week for about 6 months, so I could also stagger my return. I also requested a reduction to 4 days when I returned, and this was authorised, which really helped."*

Staff returning to work after maternity and adoption leave require additional support to re-establish their activities, including specific provision to re-engage with research. To improve our support for this, we have already described measures that will be undertaken (**Action 10**). These will include enhanced monitoring to ensure effective re-integration for returning staff.

We appreciate the need for breastfeeding provision and our most recent estate move, relocation of over 430 professional services staff to a new building in Summer 2017, has included modern and appropriate breastfeeding facilities. This has highlighted the gap in such provision elsewhere in the University, and so we will:

Action 27   Review and improve our breastfeeding provision across the University

(iv) Maternity return rate

Our University has extremely high maternity return rates (95% after 12 months). Table 17 presents the data, which shows no difference between the various staff groups.

Table 17 Maternity Return Rate
The number resigned within 6, 12 and 18 months is a cumulative value. 18-month data for 2016 are not yet available

	STEMM			AHSSBL			Professional Services			All Staff		
	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
Maternity Starts	14	16	9	5	6	10	19	10	20	38	32	39
Returned	13	16	9	5	6	10	18	10	20	36	32	39
Initial Returned Rate	93%	100%	100%	100%	100%	100%	95%	100%	100%	95%	100%	100%
Resigned within 6 months	1	0	0	0	1	0	1	0	0	2	1	0
Resigned within 12 months	1	1	1	0	1	0	1	0	0	2	2	1
Retention Rate (after 12 mo.)	93%	94%	89%	100%	83%	100%	95%	100%	100%	95%	94%	97%
Resigned within 18 months	2	1	-	0	1	-	1	0	-	3	2	-
Retention Rate (after 18 mo.)	86%	94%	-	100%	83%	-	95%	100%	-	92%	94%	-

(v) Paternity, shared parental, adoption, and parental leave uptake

LJMU provides 2 weeks of fully-paid parental leave (pro-rata for part time staff), plus up to 18 weeks' unpaid parental leave per child. Shared parental leave must be taken in blocks of at least one week.

Table 18 shows take-up of the various parental leave options. **Paternity leave** is taken across the grade spectrum, but has significantly lower take-up amongst Professional Services staff than academic staff. **Adoption leave,** and **shared parental leave** have seen only small numbers over the period. **Parental leave** has grown significantly over the period, but take-up is mainly from professional services staff (79%), with most staff who take parental leave being female and at grade 6 or below.

Table 18 Take-up of Paternity, Shared Parental, Adoption and Parental Leave by Gender and Grade for Academic and Professional Services Staff

Grade		Academic Staff						Professional Services Staff						Total
		Male			Female			Male			Female			
		2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016	
6 + below	Paternity	5	2	5				0	2	3				**17**
	Shared Parental	0	0	0	0	0	0	0	0	0	0	0	0	**0**
	Adoption	0	0	0	0	0	0	0	0	0	0	0	0	**0**
	Parental Leave	0	0	0	0	1	2	1	0	0	0	5	13	**22**
7-8	Paternity	12	17	10				1	5	4				**49**
	Shared Parental	0	2	1	0	0	0	0	0	0	0	0	0	**3**
	Adoption	0	0	0	0	0	0	0	0	0	0	0	0	**0**
	Parental Leave	0	0	0	0	0	2	0	0	0	0	0	2	**2**
9-10	Paternity	2	0	6				0	0	0				**8**
	Shared Parental	0	0	0	0	0	0	0	0	0	0	0	0	**0**
	Adoption	0	0	0	0	0	0	0	0	0	0	0	1	**1**
	Parental Leave	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Professor	Paternity	0	1	0				0	0	0				**1**
	Shared Parental	0	2	1	0	0	0	0	0	0	0	0	0	**3**
	Adoption	0	0	0	1	0	0	0	0	0	0	0	0	**1**
	Parental Leave	0	0	0	0	0	0	0	0	0	0	0	0	**0**
	Total	**19**	**24**	**23**	**1**	**1**	**4**	**2**	**7**	**7**	**0**	**5**	**16**	**107**

As take-up of various forms of parental leave provision is growing, but still has relatively low uptake, continued communication is needed and therefore we will:

> *Action 28   Take steps to further communicate and promote the various parental leave opportunities, especially paternity leave amongst Professional Services staff*

(vi)   Flexible working

A request for flexible working can be made at any time and could include: a change to the number of hours that the employee works; a change to the pattern of hours worked; a request to job-share; a request for term-time only working; a request for staggered or compressed hours. These are submitted and discussed with the employee's line manager for initial consideration and then to our Staffing and Resourcing Group for approval. These requests can also be for temporary changes e.g. until a child goes to school. Data collection procedures for actions from our Staffing and Resourcing Group were updated in 2016 and data on flexible working requests are only

available from October 2016, but in the period October 2016-Nov 2017 there were 59 requests made and 100% of these were approved.

We have investigated the operation of our flexible working policies as part of our staff consultation [*2014 Action 5.1*], which has revealed a perceived gap in the process where initial informal discussion with the line manager presents a varied experience to staff. To ensure that all requests are formally recorded, so that we can better monitor implementation, we will:

Action 29	*Introduce improved process for recording all requests for flexible working, including initial discussion with the line manager*

(vii) Transition from part-time back to full-time work after career breaks

Staff can make requests for flexible working for fixed periods of time to support them in maintaining an effective work life balance; at the end of the fixed period they may return to their previous working pattern or make a further flexible working request at that point. The University also allows additional annual leave to be purchased. This enables employees to plan their leave to meet their caring responsibilities without having to move onto part-time contracts. The line manager can agree flexible working for short-term periods utilising annual leave (or in some cases, unpaid leave). In section 5.5(iii) we have already illustrated how this can be very beneficial to staff during this transition period.

We include actions in the current plan to facilitate re-integration of staff returning from maternity leave (**Action 10**). These same processes will also be implemented for the analogous transition from part-time to full-time work.

(viii) Childcare

LJMU has no nursery, but we provide childcare vouchers for all eligible staff, with staff being able to manage their own vouchers electronically. This is communicated during the initial discussion with staff who are going on any type of parental or adoption leave.

The numbers of people taking paid childcare vouchers is shown in Table 19.

Table 19 Uptake of childcare vouchers

	2014	2015	2016	Total
Childcare vouchers	216	244	264	724

Uptake has increased over the 3-year period due to steps taken to improve the awareness of staff about their availability early on in maternity/adoption/shared parental discussions.

(ix) Caring responsibilities

The University operates a 'time off for dependents' policy in relation to emergency situations. Employees will not be subjected to any detriment for taking time off in accordance with this policy.

All employees (irrespective of length of service, and whether they are part-time or full-time) are entitled to take reasonable time off during working hours:

- To assist when a dependant falls ill, gives birth or is injured
- To arrange for the provision of care for an ill or injured dependant
- In consequence of the death of a dependant
- Because of the unexpected changes in arrangements for the care of a dependant

5.6.   Organisation and culture

(i)   Culture

The Staff Survey shows that a large majority of staff feel positive about their working environment (Table 20).

Table 20 Staff Survey (2015) feedback on working environment
Within the Staff Survey, respondents were able to withhold their gender if they preferred. Therefore, the overall % includes these individuals as well as those who indicated their gender

Staff Survey (2015) Question	% Positive	Male % Positive	Female % Positive
The people I work with are willing to help each other, even if that means doing something outside their usual activities	78	79	81
My work gives me a feeling of personal achievement	75	78	81
I am proud to work for LJMU	79	78	83

The University is committed to addressing issues of gender equality and ensuring inclusivity. To raise awareness, all members of staff are required to complete an online Equality and Diversity training module annually.

The University is committed to the ten principles of Athena SWAN and to ensuring that all employees embrace and contribute towards their successful achievement. We have introduced new questions into the 2017 Staff Survey designed to discover the experiences of staff from protected characteristics; these will shed light on intersectionality regarding gender, race and the use of parental leave policies. The previous survey, in 2015, highlighted how staff are supported in the workplace and the value placed on flexible working arrangements. The 2017 survey builds on this and will allow us to explore other actions that the University can take. Once the results are available, we will:

> **Action 30   Take steps to interpret responses from new questions in the 2017 Staff Survey relating to protected characteristics by gender and formulate actions as appropriate**

The University Health & Wellbeing Strategy focusses on the Emotional, Financial and Physical aspects of both male and female employees at LJMU. We have externally benchmarked ourselves against the National Workplace Wellbeing Charter and received accreditation in 2016. In 2017, institutional activities undertaken as part of this strategy

involved 512 participants on the Virgin Pulse Global Challenge (158 men, 354 women); 92 participants for Yoga (17 men, 75 women); 138 participants at the Rock 'n' Roll Race weekend (68 men, 70 women); and 30 participants in the English Half Marathon (18 men, 12 women).

(ii)   HR policies

The University ensures the consistent application of HR policy by providing training to line managers which cover the associated policies and outline effective management practises. These sessions are delivered by our People and Organisational Development (P&OD) Business Partners who advise on all areas of HR policy and procedure and ensure consistency across the university. In more formal employment relation procedures, the Business Partners are assigned as caseworkers to ensure that investigations and hearings are undertaken in accordance with policy and procedure. Mechanisms are in place for policies to be updated where appropriate; each policy is subject to formal review on a rolling basis.

A thorough review of our HR and governance processes has recently been undertaken to ensure that any concerns regarding staff behaviour continue to be dealt with appropriately under the relevant procedure. The University also has in place a Sexual Violence, Hate Crime & Harassment Steering Group which has its own terms of reference and reports to the University SMT.

(iii)   Proportion of heads of school/faculty/department by gender
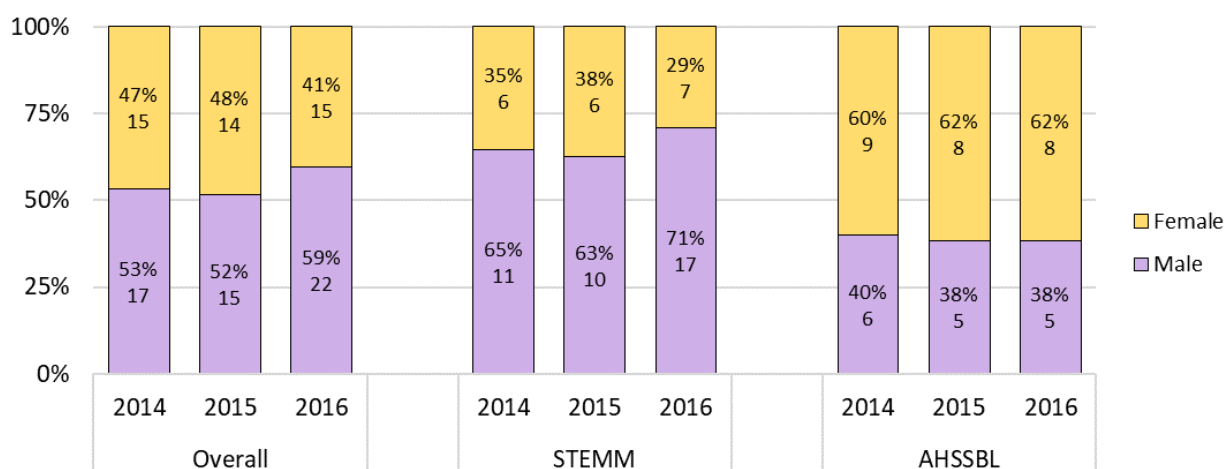

Figure 32 Head of School/Faculty/Department by STEMM/AHSSBL and Whole University

At LJMU, these senior staff positions are contractual. Figure 32 shows the gender distribution for senior staff positions in the institution overall, and broken down by STEMM and AHSSBL areas. STEMM disciplines have higher proportions of male Heads, whereas in the AHSSBL areas the reverse is found. These data should be compared to the overall staff gender distribution (Figure 12), which shows that our academic staff base also has a similar gender balance between the discipline areas. In 2016, our academic staff base was 41% female, which is the same as the percentage of female Heads; the gender distribution of our Heads is therefore broadly representative. We have several actions designed to increase numbers of female academic staff,

particularly in the STEMM disciplines (**Action 4-Action 7**), which should ultimately result in a higher number of female Heads in STEMM. To support this aspiration, we fully recognise the need to provide leadership training for female staff and will continue to support participation by females in the Aurora Leadership Development Programme.

(iv)   Representation of men and women on senior management committees

The gender balance on senior management committees involved in core university strategy, professional services administration and running of Faculties is shown below.
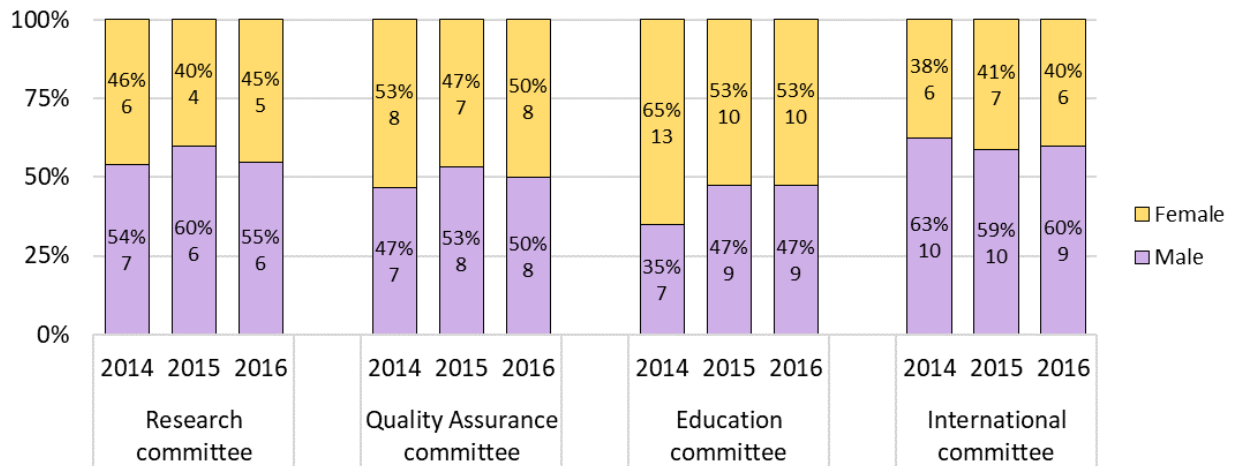
Figure 33 Gender representation on senior management committees - University strategic delivery

On committees involved in delivery of the University mission, aligned to key pillars of the university strategy, there is broadly equal balance of genders (Figure 33). All committees have a PVC as Chair and members at grades 8 to Director.
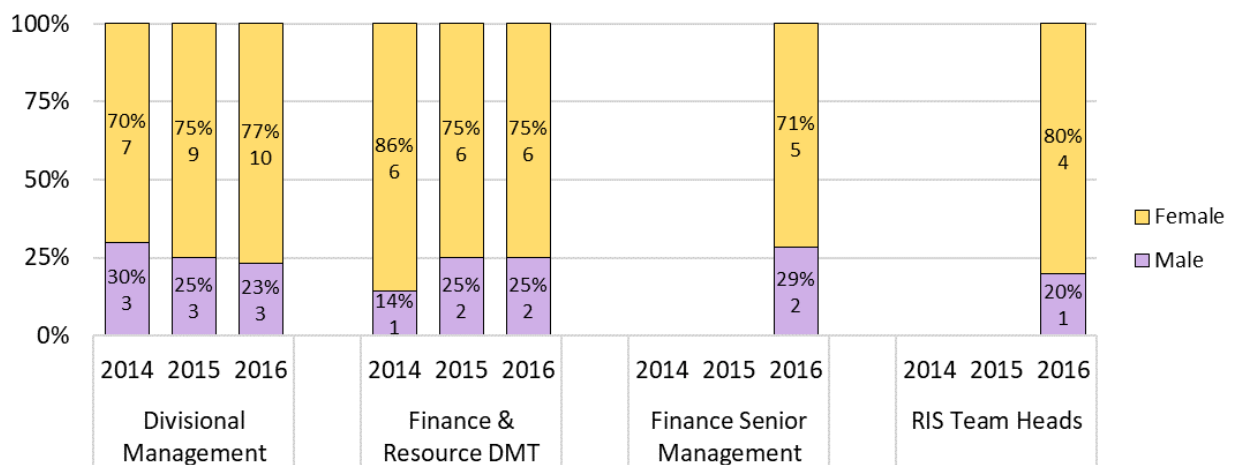

Figure 34 Gender representation on senior management committees - Professional services
The Finance Senior Management and RIS Team Heads groupings formed in 2016.

Figure 34 shows the gender balance on senior management committees within our professional service areas. Committees have a Deputy Chief Executive or Director as Chair, with members at grade 8 to Director. There is marked imbalance between males

and females across all these teams, with low representation of males that is less than our overall gender profile for staff this area (37.1% male, Figure 1). The data suggest that males in professional service roles would benefit from career development opportunities, which is at odds with data presented earlier that shows year-on-year decreasing take-up of training by male professional service staff (Table 13). This deficiency is the subject of a previous action point (**Action 21**), which will therefore feed in to addressing the gender imbalance seen in Figure 34.
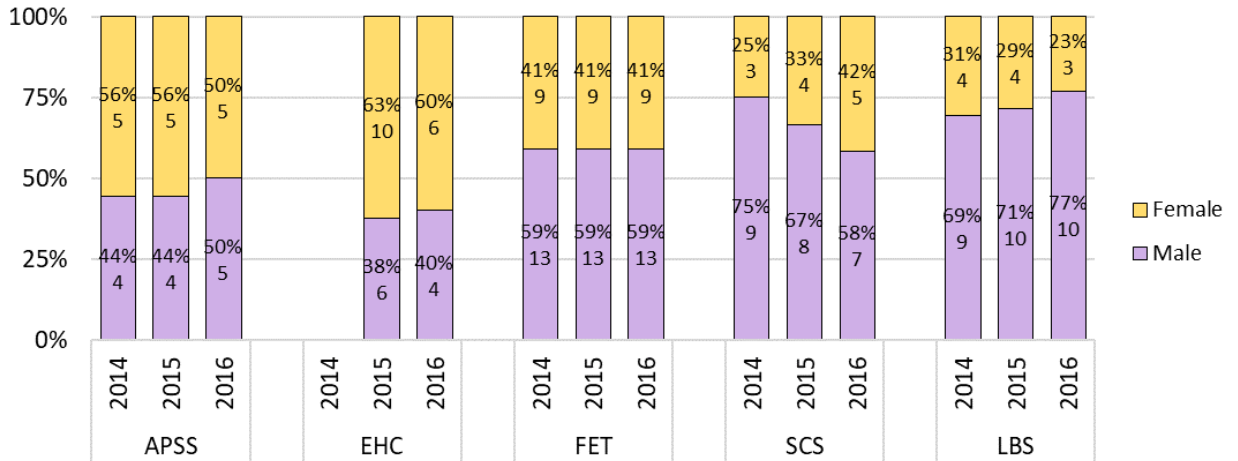
Figure 35 Gender representation on senior management committees - Faculty management
The EHC Faculty Team formed in 2015.

Figure 35 shows the balance of males and females on the senior management committees of our Faculties. All committees have a Dean as Chair, with members at grade 8 to Director. The gender balance generally reflects that of the staff within the different Faculties, though FET has a higher proportion of females on the senior team and LBS a lower proportion than might be expected from the staffing base.

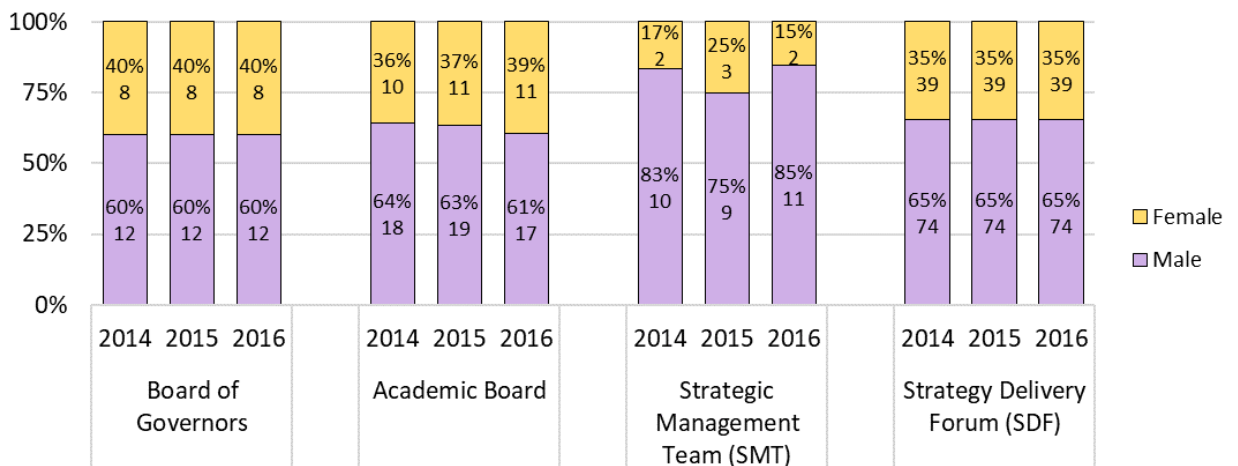(v)   Representation of men and women on influential institution committees

Figure 36 Gender Representation on Influential University Committees

Figure 36 highlights the gender balance on the four most influential University committees. The composition and remit for these is described below.

The **Board of Governors** collectively oversees the activities of the University. It includes two governors elected from the academic staff (both current members are grade 9), two student governors and the Vice-Chancellor. The remaining governors are elected independently from outside the institution.

The **Strategic Management Team** (SMT) comprises the Vice-Chancellor, Pro-Vice-Chancellors, Deputy Chief Executives and Strategy Support Director.

Academic Board is the principal academic body of the University. It comprises all members of SMT plus two student representatives. In addition, there are elected members: 5 Directors; 4 Professors; 6 members of academic staff (grade 7-9) and 1 member of non-teaching staff.

The **Strategy Delivery Forum** (SDF) is the body that brings together members of SMT plus Directors of Schools/Departments/Institutes, Directors of Professional Services and Associate Deans of Faculties.

The constitution of these committees is part by office (SMT, SDF), part by election (Board of Governors) and part a combination of these (Academic Board). Where elected members are present, each committee has Terms of Reference that ensure equality and diversity issues are key criteria. Gender balance is an important consideration and we have examined this [*2014 Action 4.2*]; the elected representatives on Academic Board are currently 70% female, which reflects proactive recruitment of female Board members. However, the data for SMT shows a large majority of males in these senior posts; this has a consequential effect on the overall gender balance of both Academic Board and SDF. Staff turnover at these levels is low, but when such posts become available it is important to ensure consideration is given to the full spectrum of diverse groups. We have already identified a range of actions designed to encourage applications from females (**Action 5**), but as a specific measure for recruitment at senior levels, we will:

> *Action 31 Establish policies to ensure we proactively encourage applications for senior positions to come from a diverse range of candidates*

(vi)   Committee workload

LJMU monitors committee duties through the workload allocation model, operation of which is discussed below. The new workload model, once embedded, will allow far better understanding of committee overload and therefore we will:

> *Action 32 Use data collected from the new Workload Allocation Model to investigate committee overload*

(vii)   Institutional policies, practices and procedures

All LJMU policies start with an equality statement to reinforce that staff are required to be committed to this principle. All practices, procedures and policies are taken through an Equality Impact Assessment to ensure inclusivity. Terms of reference for all committees are required to reflect how issues of quality and diversity are to be considered. The University Strategic Plan 2017-2022 incorporates equality and diversity as a key aspect of our university mission.

(viii)   Workload model

Prior to 2017, LJMU operated a workload model for academic staff based around the post-92 national contract that sets an annual maximum of 550 hours 'formal scheduled teaching'. However, our local implementation involved differences between Faculties and our staff survey (2015) showed a significant minority uncomfortable with the expectations placed on them (Table 21).

Table 21 Staff Survey (2015) question on workload
Within the Staff Survey, respondents were able to withhold their gender if they preferred. Therefore, the overall % includes these individuals as well as those who indicated their gender

Staff Survey (2015) Question	% Positive	Male % Positive	Female % Positive
I am comfortable with the expectations placed upon me in my work	63	65	69

Our 2014 Action Plan required that we monitor staff satisfaction in this area [*2014 Action 4.3*] and feedback we received, which also includes information from focus groups, has led us to introduce significant changes.

To provide a consistent institution-wide solution, LJMU is currently piloting a 'total hours' model of workload allocation for academic staff. The Consistency, Accountability and Transparency in the Academic Contract (CATAC) project is being trialled in six Schools; the first stage of the project is nearing completion and it is intended to extend the pilot to the rest of the University for the 2018-19 academic year. The aim is to develop a fairer, more transparent, system and align the annual workload allocation process with the staff appraisal procedure. It will also provide information that will feed into the promotion.

The workload allocation model (WAM) for the pilot framework divides activities into three categories: teaching and teaching-related; scholarship, research, and knowledge transfer; and leadership, management, and administration. Detailed transparent institution-wide hourly tariffs have been agreed following an extensive consultation process.

The total hours WAM pilot is supported by a dedicated software platform that allows line managers to record/assign workload allocations. Protected characteristics, including gender, are not included during the pilot phase, but will be added for all staff when the system is implemented institutionally. This will allow the University to:

> **Action 33   *Analyse workload allocation data explicitly in relation to gender and act on this as appropriate to ensure that it acts as a fair tool for all staff***

Our 2014 Action Plan included monitoring take up and sabbatical leave for women [*2014 Action 5.3*]. We found no gendered issues, but extremely low take-up. Monitoring will continue as part of the new CATAC implementation.

(ix)   Timing of institution meetings and social gatherings

The University does not formally specify core hours of working but allows these to be determined at a local departmental level based on needs. This ensures a supportive approach to flexible working arrangements. Managers are expected to be aware of their individual staff members working patterns and to ensure that meetings and other events are arranged at suitable times. Where, for genuine reasons, it is not possible to arrange activities at times that meet the needs of all, staff members are given as much notice as possible. It is expected that recurring meetings are not always arranged on the same day or time to ensure that specific part-time workers are not always affected by this. Staff members on maternity leave are given the option of attending such events. In the case of individuals being unable to attend meetings they can receive minutes of the meetings and have the opportunity to ask further questions.

(x)   Visibility of role models

The university website takes care to ensure that the images used reflect our policies of promoting gender equality. We also ensure all university publications have appropriate images around intersectionality of race and gender.

We have established a Female Readers and a Female Professors Network as a means of providing role models and mentors for our staff [*2014 Action 3.6*]. These groups host a discussion website [*2014 Action 3.7*], hold regular meetings and an annual Women's Research Day. As part of International Women's Day on 8th March 2017, over 100 academics attended our first event dedicated to female academics and which was designed to allow them to promote their work.

Since receiving the Bronze award in 2014, the university has instituted the 'Athena Lecture Series,' which take the form of public lectures that feature female role models (we have also had one male speaker) (Figure 37). These lectures have also assisted with raising awareness of intersectionality of race and gender. In the last 3 years we have hosted 4 major lectures with 6 speakers and have attracted an audience of over 300 people to hear speakers on the subject of gender equality [*2014 Action 4.4*]. Speakers have spoken on various issues including ways of making progress in their chosen careers, whether in Sciences or Arts. Our next Athena Lecture is scheduled for 22nd March 2018.

The University currently has no procedures in place to monitor formally the gender balance of speakers and chairpersons in seminars and workshops, so we cannot provide this information at present. To ensure that we can collect and act on this in future, we will:

> *Action 34   Establish procedures to record, monitor and act upon the gender balance of speakers and chairpersons*

Figure 37 LJMU Athena SWAN Lecture (11 Nov 2016)
Professor Laura Serrant (Sheffield Hallam University), Dr Sandeep Parmar (University of Liverpool) and
Dr Isabelle de Groote (LJMU) addressed an audience including academics, students and Year 9
students from four local schools on issues surrounding gender and race
https://www.ljmu.ac.uk/about-us/news/articles/2016/11/11/athena-lecture

(xi)   Outreach activities

LJMU employs a specific Outreach Team, which currently has the grade and gender
breakdown shown in Table 22. In addition, our outreach involves 150 Student
Advocates, recruited from our student body. Advocates, which are currently 70%
female, are paid an hourly wage that equates to a Grade 3 salary.

Table 22 Grade and Gender Distribution of the LJMU Outreach Team

Staffing Grade	Male	Female	Total
Grade 3	0	1	1
Grade 4	1	0	1
Grade 5	0	2	2
Grade 6	1	5	6
Grade 8	1	0	1

A high proportion of the Outreach Team's activity involves visiting or hosting
schools/colleges. Many partner schools are within polar quintile 1 with students falling

under our widening participation criteria (first generation, looked after child, pupil premium, BME or a disabled student). We request that schools select, where possible, a gender balance for participants.

Outreach activities involve input from academic staff members across all grades. At present, recognition and recording of such activities depends on local arrangements. However, our new workload allocation model (described above) will allow us to recognise outreach in a far more structured way. We will therefore:

> **Action 35** **Use data collected from the new Workload Allocation Model to investigate participation of staff in outreach activities, including any gender imbalance in these**

(xii)   Leadership

Since receiving the Bronze award in 2014, the University has ensured that Equality and Diversity is a standing agenda item in all Department and School management meetings and members of the University-wide Athena SWAN working Group (ASWG) have held briefing sessions in all areas. We have hosted representatives from Athena SWAN head office to present at LJMU about the application criteria and all departments were represented at the event. We currently have eight Athena SWAN Working Groups in the University who are actively in the process of working towards applications, and aim to extend this further in the coming period (**Action 2**). We have recently appointed an additional Equality and Diversity Project Support Officer to assist departments with their application processes. Two departments that applied in 2017 but were unsuccessful are presently working on resubmissions for April 2018.

6.   SUPPORTING TRANS PEOPLE
Recommended word count: Bronze: 500 words (363 words)

(i)   Current policy and practice

LJMU is committed to challenging discrimination and inequality regarding gender reassignment in all its practices and activities. To this end, we work to comply with all requirements set out in the Equality Act 2010 regarding this protected characteristic.

Our policies are published on our website and discussed as part of our mandatory equality and diversity training for staff. We have an Equality and Diversity Policy and a Sex Appearance and Gender Identity (Gender Reassignment) Guidance Document. As an example of how our policies have guided institutional practice, in Summer 2017 we carried out a major refurbishment of the toilets in the communal areas of our major campus; the existing gender-specific facilities were replaced with gender-neutral toilets.

During LGBT History Month (February 2017), we organised a workshop on Sex Appearance and Gender Identity, which served as a learning opportunity for both staff and student attendees. The facilitators were transgender academics, one from LJMU and the other from the University of Manchester.

The University organised a further trans workshop on 22nd November 2017. The topics covered included topics ranging from the law on equality and gender recognition, through accommodation and support needs to medical care and its impact in the

workplace. The workshop also included the opportunity for a confidential 1:1 private chat with any staff member or student about trans matters.

(ii)   Monitoring

We monitor impact by inviting feedback from staff and students via the different equality and diversity working groups using an online monitoring system. Our staff feedback has led to an extensive consultation exercise, in partnership with our LGBT staff and student societies, which resulted in revising our sexual orientation and gender identity questions to provide better data. We are confident the revised monitoring information will ensure effective data collection for tangible positive action going forward.

(iii)   Further work

We are presently carrying out benchmarking of LJMU equality activities in the area of trans equality with other peer Universities for the purpose of positive action. In addition, we are working in consultation with Gender Identity Research and Education Society, to review and update University Transgender guidance document to ensure we continue to comply with recent legislative requirements.

7.   FURTHER INFORMATION
Recommended word count: Bronze: 500 words (237 words)

The University has recently created the new role of Leadership and Development Associates within Faculties and Professional Service Areas whose remit is to advise Deans and Directors on how to set up leadership and development programmes for their staff. The remit of these staff includes raising awareness of Athena SWAN and the Race Charter.

Figure 38 Race Charter Event: 'Keeping Race Equality on the Agenda' (March 2017)
LJMU staff, external speakers and guests at the event. Over 220 delegates attended (see https://www2.ljmu.ac.uk/newsupdate/viewarticle/2968/)

LJMU is now a member of ECU Race Charter and has a Race Equality Charter (REC) Self-Assessment Working Group. The first meeting of the group took place in January 2017. The Head of Equality and Diversity at the University of Manchester, one of the first Universities to receive the Race Charter award, was invited to attend the 2nd meeting of the group to give a brief talk on the University of Manchester's journey to a

successful REC award application and offer expert advice on race equality and how this feeds into intersectionality (Figure 38).

LJMU is also a member of Stonewall and every year supports staff undertaking Stonewall leadership development programmes. LJMU is a member of The Navajo Merseyside & Cheshire LGBT Charter–a signifier of good practice, commitment and knowledge of the specific needs, issues and barriers facing lesbian, gay, bisexual, and transgender (LGBT) people in Merseyside and Cheshire. The Charter Mark, which the university gained in May 2017, consists of an examination of how organisations address the needs of LGBT individuals in terms of practices and service design, delivery and access.

8. ACTION PLAN

Status of Previous Action Plan (2014-2017)

The action plan from our previous 2014 submission is summarised below and referred to in the main text where appropriate. The final column is colour-coded as below:

Green: action has been implemented successfully

Amber: action has been partially implemented

Red: action is incomplete or unsuccessful

	Identified issues and areas of action	Summary of Action(s)	Success
1.1	Self-Assessment Process	Set a clear annual programme for meetings including a formal annual review of the action plan.	Complete
1.2	Regular review of Data	To regularly review female: male proportion of academic and research staff	Complete. Action was extended to include non-STEMM staff
1.3	Set up departmental Athena Swan SAGs	Set-up departmental SAGs	8 Departmental Groups established
		2 STEMM Departments to apply for Bronze.	Complete, but only by April 2017
		All STEMM Departments to apply for Bronze.	Incomplete. Action continues (**Action 2**)
		Plans for Silver applications.	Incomplete. Action continues (**Action 2**)
2.1	Lower progression rates of female academics	Further investigation of reasons why female academics do not progress to Reader/Professor	Complete. Changes to University Conferment Panel implemented. However, but issue remains, and further actions will be implemented.
		To increase the number of women progressing to higher level posts	Partially achieved. This is the subject of actions in the current plan (**Action 8, Action 15, Action 16, Action 17, Action 31**)

	Identified issues and areas of action	Summary of Action(s)	Success
2.2	Low female applications for research positions in STEMM	Devise positive action measures that will encourage more female applications	Complete. Data feeds into actions in the current plan
		Increased percentage of female applicants for research positions in STEMM	Partially achieved. Current plan has additional actions to address this (**Action 5, Action 7**)
2.3	Commence aggregation of academic staff turnover data by gender	An in-depth statistical analysis of leavers across STEMM departments by gender and grade	Complete. Data feeds into actions in the current plan
2.4	Investigate why more females than males leave at the end of fixed-term contracts	Carry out surveys	Complete.
2.5	Review of data around women converting from fixed-term to permanent contracts	Establish an annual review of data of staff on fixed-term contracts and permanent contracts	Complete
2.6	Annual review of equal pay	To monitor pay gap annually	Complete
2.7	Female: male ratio of staff who submitted to REF	Investigate why women were less likely than men to be submitted for REF	Complete, though additional actions are needed (**Action 20**)
3.1	Female: male ratio of job application and appointments in STEMM departments	To review recruitment process	Complete; outcomes feed into current action plan (**Action 5**)
		Increase percentage of female academic appointments in STEMM departments to >45% (up from 43%).	The gap remains. Current plan has actions to address this (**Action 5, Action 14**)
3.2	Effective usage of LJMU flexible working policies	To investigate usage of flexible working policies	Complete. Data feeds into actions in the current plan (**Action 29**)
		Monitor departmental requests for flexible working by Gender	Complete
3.3	Female: Male ratio staff in STEMM promotion to Readership and Professorship.	Investigate barriers to conferment of Professorship and Readership to women in STEMM and formulate actions to overcome these barriers	Complete. Data feeds into actions in the current plan (**Action 8, Action 15, Action 16, Action 17**)
3.4	Activities supporting women's career progression in our STEMM departments.	To carry out a review of the range of opportunities available to women in STEMM	Complete

	Identified issues and areas of action	Summary of Action(s)	Success
3.5	Review of training to ensure it meets the requirements of women in STEMM	Carry out a review of training	Complete. Increased engagement with Aurora Leadership Programme as outcome
3.6	Mentoring and Networking.	Develop an internal University-wide Mentorship Programme	Complete. Female Readers Network established alongside pre-existing Female Professors Network, which were supported to assist in mentoring activities
3.7	Effective engagement and communication with women in STEMM.	To set up an LJMU Women in STEMM Website	Complete
4.1	Female: male ratio of Heads of departments/ schools / faculties.	Break down barriers at grade 8 to allow female progression to senior level positions	Complete. Grade 9 is now available based on teaching as well as research. Also, see Figure 32.
4.2	Female: male ratio on influential committees	Investigate reasons for low representation of women on influential committees and put measures in place for increasing their numbers	Complete, but further actions are needed (**Action 31**)
		Increased number and percentage of women on strategic organisational committees (up from 32% to 37%)	Percentage increased (but only to 34%). Current plan has additional actions to address this (**Action 31**)
4.3	Female academic in STEMM and work load allocations	Ensure that line managers are aware of the flexibility when completing the WAM	Incorporated into larger-scale institutional WAM
		To continue to monitor staff satisfaction with the WAM at PDPR meetings	Complete. Analysis fed into the reasons for LJMU introducing a new WAM
4.4	Encourage women to join LJMU STEMM Departments as staff and Students	Evaluate recruitment activities for STEMM Departments	Complete. An outcome has been to establish a regular 'Athena Lecture Series', to promote female career progression and encourage women to take up STEMM careers
5.1	Operation of flexible working policies	To investigate how these operate in departments and whether there are any gender-specific issues	Complete. Data feeds into actions in the current plan (**Action 29**)
5.2	Usage of flexible working policies by women in STEMM	Run focus groups for women in STEMM to test usage of all flexible working, parental leave and managing career breaks provisions and identify any shortfalls	Complete. Outcome includes creation of a 'One Stop Shop' weblink of all parental and carers policies.

	Identified issues and areas of action	Summary of Action(s)	Success
5.3	Women in STEMM and Career Breaks	To monitor the take up and granting of sabbatical leave for women in STEMM	Complete. Data feed into the new CATAC process

Under 'Responsibility', the accountable member of the University ASWG is listed first (*in italics*), together with any other people or groups who are responsible for the action point. The accountable member will be assigned by the Chair of ASWG from the membership; where sub-groups of ASWG are to be convened these will also be assigned by the Chair of ASWG.

Action Objective	Rationale	Priority	Specific Actions and Implementation	Responsibility	Timeframe	Success Criteria / Outcome measures
3. The Self-Assessment Process						
1 Take steps to address gender balance on the University ASWG	Recent staff departures have resulted in under-representation of males on the ASWG (Table 1)	Low	Advertise for new members via LJMU news and direct communication to Faculty Deans and Directors, explaining criteria for membership	*Equality, Diversity and Inclusion Manager* Faculty Deans; Directors of Professional Services	By December 2017	Applications received
			ASWG to review applications and appoint new members	*Chair of University ASWG* ASWG	By February 2017	More representative gender balance on University ASWG (minimum 40% male, currently 35%)

	Action Objective	Rationale	Priority	Specific Actions and Implementation	Responsibility	Timeframe	Success Criteria / Outcome measures
2	Encourage, support and set targets for Departments to apply for Athena SWAN awards	Encouragement of departmental submissions for Athena SWAN accreditation requires local buy-in and access to resource and expertise	High	Establish a schedule for submitting departmental applications. Use feedback from successful and unsuccessful applications to refine our policies and actions	*Chair of University ASWG* Chairs of Departmental ASWGs	January 2018- January 2022	The two departments that were unsuccessful in previous rounds will re-submit in April 2018 Our remaining 6 Departmental ASWGs will all have submitted applications by Nov 2019 In 2020 and 2021 we will submit a minimum of two Departmental applications per year By the end of the 4-year period, all eight current departmental groups will have applied for Athena SWAN Bronze and we will prepare at least one Athena SWAN Silver application.

Action Objective	Rationale	Priority	Specific Actions and Implementation	Responsibility	Timeframe	Success Criteria / Outcome measures
3 Hold regular Athena SWAN briefing events in Faculties and Schools and support the creation of additional departmental Athena SWAN working groups including setting and monitoring targets for departmental participation	Communication about Athena SWAN is needed to ensure all staff are aware of gender issues and to prepare for departmental submissions	High	Establish procedures for implementation of regular briefing events to be organised and held with feedback from participants	*Equality, Diversity and Inclusion Manager* P&OD	January 2018-January 2022	First events organised, and regular schedule embedded. At least 75% report that they are adequately informed of Athena SWAN.
			Establish procedures for producing 6-monthly Athena Swan Periodic Progress reports for raising awareness	*Equality, Diversity and Inclusion Manager* P&OD	By June 2018	Regular briefings in place. Yearly Staff Survey responses show increasing (increase of at least 5% each year in those reporting "good" understanding) awareness of Athena SWAN and University progress in this regard
			Creation of new Departmental Athena SWAN working groups to cover all areas that do not currently have these.	*Chair of University ASWG* Faculty Deans	By October 2018	All areas have ASWGs established

Action Objective	Rationale	Priority	Specific Actions and Implementation	Responsibility	Timeframe	Success Criteria / Outcome measures
4. Picture of the Institution						
4 Implement a proactive awareness programme to encourage females to start to think of STEMM careers at a very early age	Staff consultation has identified the need to encourage girls to study STEMM subjects to address gender imbalance in the long term	Medium	Organise and run annual STEMM summer school activities and establish as a regular activity. Collect feedback from participants and evaluate effect on attitudes towards studying STEMM subjects.	*Women Professors Network representative* Faculty Recruitment Managers; Director, Widening Participation; Women Professors Network	Summer 2018 to Summer 2020	Summer schools organised each year; success achieved from feedback (>75% positive)
			Establish procedures and invite female participation from Secondary Schools in Liverpool at our yearly "Women in Research Day", with provision for feedback	*Women Professors Network representative* Women Professors Network	March 2019	15% Presence of female school children at events. Success assessed from feedback (>75% positive)

Action Objective		Rationale	Priority	Specific Actions and Implementation	Responsibility	Timeframe	Success Criteria / Outcome measures
5	Review job advertisements to be more proactive in promoting inclusivity and opportunities for flexible working in order to address gender imbalances	Our staffing numbers show a gender imbalance, particularly in STEMM subjects (Figure 12). Staff consultation has identified this as a priority for recruitment of female staff	Medium	Undertake review of current job advertisements	*Academic staff representative* Sub-group of ASWG; Director, P&OD	January 2018 to March 2019	Report brought to ASWG which includes recommendations for improving the advertising of jobs to make them more attractive to potential female applicants.
				Implement recommendations of review	*Professional Services staff representative* P&OD	July 2018 to June 2019	Updated job advertisement policy; increased numbers of applications from females so that overall at least 42% of applications for STEMM jobs are from females.
6	Engage shortlisting panels on the principles of gender equality and avoiding unconscious bias	Our staffing numbers show a gender imbalance, particularly in STEMM subjects (Figure 12)	Medium	Introduce mandatory unconscious bias training for all recruitment managers	*Equality, Diversity and Inclusion Manager* P&OD	July 2018 to June 2019	Monitoring shows that all recruitment panels have undertaken unconscious bias training.

Action Objective	Rationale	Priority	Specific Actions and Implementation	Responsibility	Timeframe	Success Criteria / Outcome measures
7 Encourage staff to use their own networks to promote applications from underrepresented groups	Our staffing numbers show a gender imbalance, particularly in STEMM subjects (Figure 12). Staff consultation identified this as a priority for recruitment. Underrepresented groups include females in STEMM subjects, females in leadership roles and males in subjects such as education and nursing	Medium	Brief Departmental ASWGs on proactive approaches to encouraging applications from underrepresented groups	*Equality, Diversity and Inclusion Manager* Departmental ASWGs; P&OD	January 2018 to March 2018	All ASWGs briefed
			Ensure that all recruitment panels are aware of gender makeup of recruitment pools so that panels are able to take action if applicants do not match the pool	*Equality, Diversity and Inclusion Manager* P&OD	January 2018 to June 2018	P&OD includes requirement for panels to establish the makeup of the recruitment pool, together with instructions to take proactive action if applicant profile is significantly different in respect of underrepresented groups.
			Carry out a monitoring exercise of recruitment to ensure that proactive approaches are in place	*Academic staff representative* ASWG; P&OD	January 2019 to June 2019	Monitoring shows that all recruitment panels are adopting proactive approaches with respect to underrepresented groups. Evidence presented that applicants reflect gender balance of recruitment pools

	Action Objective	Rationale	Priority	Specific Actions and Implementation	Responsibility	Timeframe	Success Criteria / Outcome measures
8	Coaching, particularly for female staff and making use of successful role models, on what is needed for a successful application to higher grade positions	Analysis of staff data shows a far lower proportion of females in higher grades (Reader, and especially Professor) (Figure 14, Figure 16). Consultation with staff identified the need to provide more specific coaching.	High	Implement a specific programme of coaching with identified role models (drawing on our Women Professors and Women Readers networks) that will assist in staff progression by providing the knowledge and skills needed for a successful application.	*Women Professors representative* Women Professors network; Women Readers network; Leadership & Development Foundation	January 2018 to April 2021	Coaching programme set up and feedback for participants shows at least 75% report coaching is "good" and that they are more confident of promotion processes; higher female application rates for promotion, especially for Reader (at least 6% of eligible pool applying each year).
9	Ensuring that coaching and mentoring duties are fully reflected in the University Workload Model	Consultation with staff highlighted that while they value these duties, their availability is limited by time. This measure will provide recompense for staff who undertake these roles and remove barriers that limit availability	Medium	Provide input into the University Workload group to ensure these coaching and mentoring duties are fully recorded in CATAC	*Chair of ASWG* CATAC working group	April 2018 to April 2019	Workload model includes recognition of coaching and mentoring duties
				Analyse the CATAC data in this area, including any gender differences	*Academic staff representative* Sub-group of ASWG; CATAC working group	September 2020	Data analysed. Any gendered patterns in coaching and mentoring duties reported to organisers and action taken to recruit more mentors/coaches to redress gender imbalances.

Action Objective	Rationale	Priority	Specific Actions and Implementation	Responsibility	Timeframe	Success Criteria / Outcome measures
10 Offer workload remission to women returning from maternity leave and staff returning from extended sick leave so that they can re-establish their research (and related) activities, with appropriate monitoring and support during their re-integration	Research activity is a significant factor in career progression and essential for submission to REF. Staff consultation identified that caring responsibilities seriously limit research engagement and this measure will help staff re-engage after long-term absence. Monitoring will be undertaken to ensure staff are fully supported during their re-integration. These actions will also be applied for staff undergoing transition from part-time to full-time working modes following changes in working patterns	High	Establish a working group to make recommendations on implementation	*Research services representative* Sub-group of ASWG; Deans and Directors	January 2018 to June 2018	Working group set up and report produced
			Carry out consultations with staff to inform report and policy recommendation	*Chair of University ASWG* P&OD; SDF	April 2018 to May 2018	Consultation exercise undertaken; policy reflects staff needs
			Produce final policy for approval by SMT	*Chair of University ASWG* SMT	September 2018	Policy approved by SMT and in place
			Implement policy, including due processes to ensure monitoring	*Chair of University ASWG* P&OD	October 2018 to October 2020	Returning staff report satisfaction with research support (at least 75% report good or better support).

Action Objective	Rationale	Priority	Specific Actions and Implementation	Responsibility	Timeframe	Success Criteria / Outcome measures
11 Review and act on ways to improve recruitment of female BME staff and of BME staff in the AHSSBL areas	Analysis of intersectionality data reveals a 2-fold discrepancy in female BME staff overall, and in BME staff in AHSSBL areas (Figure 21). This significant difference needs to be understood to then establish actions to overcome the barriers.	Medium	Establish a working group to understand the various issues presented and recommend actions to improve recruitment of BME staff	*Academic staff representative* Sub-group of ASWG	January 2018 to June 2019	Report produced with recommendations for improving BME recruitment
			Carry out focus groups that include BME staff representatives and others to provide input into the working group	*Academic staff representative* P&OD	November 2018 to December 2018	Consultation exercise undertaken
			Update recruitment policies to implement recommended actions	*Academic staff representative* P&OD	September 2019 to September 2021	Policy documents updated; staff recruitment shows reduced discrepancy in BME numbers – at least 15% of applicants to be BME.

Action Objective	Rationale	Priority	Specific Actions and Implementation	Responsibility	Timeframe	Success Criteria / Outcome measures
12 Examine further the reasons for higher levels of resignations by female staff, with a view to taking steps to address any issues raised	The data show a marked gender difference in this area (Figure 26).	Medium	Introduce more conversational exit interviews that use P&OD Business Partners rather than line managers	*Professional services representative* P&OD	January 2019 to April 2020	Changed exit interview procedures provide improved understanding of the issues
			Run focus groups, building on feedback from exit interviews, to build recommendations for further steps	*Women Professors representative* Sub-group of ASWG; P&OD	May 2020 to July 2020	Focus groups run; report generated with recommendations for reducing the resignation rate of women
			Introduce updated policies to address issues found	*Women Professors representative* P&OD	September 2020 to September 2023	Policy changes implemented; reduced differential between female and male resignations (long term). Overall resignation rates within 5%.
13 Pro-actively encourage male applications for positions at grades 6 and below	The data show a marked gender difference in this area, with far fewer males in these roles (Table 6).	Medium	Establish a working group to review the information and review best practice for recruiting men into grade 6 positions and below.	*Academic staff representative* Sub-group of ASWG	September 2018 to June 2019	Report produced with recommendations
			Update recruitment policies to implement recommended actions	*Equality, Diversity and Inclusion Manager* P&OD	July 2019 to July 2021	Policy documents updated; increase in male applications for post by 15%.

Action Objective	Rationale	Priority	Specific Actions and Implementation	Responsibility	Timeframe	Success Criteria / Outcome measures
5. Supporting and advancing women's careers						
14 Review the shortlisting and selection of candidates by gender, and feed actions into our recruitment process	Recruitment data show that female staff are more likely to be hired at interview, suggesting either than panels are over-generous to female interviewees or over-harsh on female shortlisting (Table 7-Table 9)	High	Establish a working group to review the information and recruiting practices to establish reasons underlying the patterns observed.	*Academic staff representative* Sub-group of ASWG	January 2018 to December 2018	Report produced setting out reasons for observed patterns and including recommendations for changes to training/shortlisting/interview procedures.
			Update recruitment policies to implement recommended actions	*Academic staff representative* P&OD	January 2019 to January 2021	Policy documents updated; reduced gender difference between shortlisted and selected candidates (within 5% overall)
15 Implement Faculty-specific annual promotion workshops	Allows subject-specific issues to be better addressed, including a focus on under-representation of females in senior STEMM posts as well as under-representation of males in certain areas	High	Make our annual promotion workshops more specific to each Faculty by drawing on Professors and Readers within relevant subject areas to speak on how they were able to make progress in their careers. This will include consideration of alternative promotion routes	*Academic staff representative*	September 2018 to September 2019	Feedback from workshops demonstrate that at least 75% of participants agree they have a good or better understanding of the promotion paths available to them. Promotion application rates from females to Reader and Professor increased to at least 6% of the eligible pool

Action Objective	Rationale	Priority	Specific Actions and Implementation	Responsibility	Timeframe	Success Criteria / Outcome measures
16 Undertake a series of workshops that will encourage females to apply for Readership	The data reveal a major bottleneck in achieving a higher proportion of female Professors, is limited supply of female Readers (Table 11). This action focusses on encouraging staff to apply.	High	Implement specific workshops targeted specifically at the Reader promotion level, making use of our Women Readers and Professors Networks to provide role models and mentors	*Academic staff representative* Women Professors network; Women Readers network	September 2018 to September 2022	Workshops delivered; reduced gender gap for proportion of eligible applicants who apply for Reader - at least 6% of eligible pool applying.
17 Set and monitor institutional/Faculty targets for numbers of female promotion candidates	The data reveal a major bottleneck in achieving a higher proportion of female Professors, is limited supply of female Readers (Table 11). This action focusses on encouraging managers to be more pro-active in this area	High	Provide promotion / shortlisting panels with data relating to gender distribution and proportion of eligible candidates. Panels will be required to explain the reasons for any gender imbalance.	*Chair of University ASWG* P&OD; Conferment panel	September 2018 to September 2019	Data made available and panels submitting explanations when there are any significant differences in application rates between women and men. Reduced gender gap in the proportion of eligible staff applying for promotion to Reader – at last 6% of eligible women applying with a gender difference in rates of no more than 2%.

#	Action Objective	Rationale	Priority	Specific Actions and Implementation	Responsibility	Timeframe	Success Criteria / Outcome measures
18	Ensure that panels and Senior Staff understand gender differences that influence promotion of candidates	LJMU has significantly fewer female Professors and Readers. Increasing the proportion of females in higher roles requires promotion panels and other senior staff to understand the influence of gender	Medium	Ensure that all promotion panel members have undertaken "Unconscious Bias" and "Equality and Diversity in Recruitment" training	*Professional Services representative* P&OD; Leadership and Development Foundation	September 2018 to September 2019	Improved progression for females to Reader and Professor - at least 6% of eligible pool applying at each level

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19 Hold focus group consultations to reassess how women view the fairness of our promotion processes	Staff consultation (in 2015-16) has revealed low confidence in the fairness, transparency and bias of our promotion process. To assess whether our actions are improving this, we will repeat the exercise and compare the results	Medium	Carry out focus group consultations, using the same format as previous, to address gender perception of promotion processes	*Women Professors Network representative* Women Professors network; Women Readers network; P&OD	September 2021	Focus group consultations run; report produced on updated status following actions in the current plan; report shows that at least 75% of women have good confidence in our promotion process
20 Monitor and act upon gender differences in REF-relevant research activity	REF2014 submission showed that significantly lower proportions of females were submitted (Figure 31)	Medium	Establish production of annual reports on the proportion of research active staff by gender and subject area. In areas where there are significant gaps and/or low activity overall explore mechanisms for increasing the numbers of research active women/staff.	*Research services representative* Research & Innovation Services	April 2018 to September 2022	Reports in place and specific areas for action identified. Narrowing of gap between proportion of eligible males and females carrying out research at REF 2* or above, with no more than 10% gender difference in any area.

	Action Objective	Rationale	Priority	Specific Actions and Implementation	Responsibility	Timeframe	Success Criteria / Outcome measures
21	Investigate steps needed to increase male participation in training courses	Data shows that uptake of training courses is lower for males (Table 13) and they also have lower satisfaction in the provision (Table 14)	Medium	Establish a working group to review the situation	*Academic staff representative* Sub-group of ASWG; Leadership & Development Foundation	September 2018 to May 2019	Report produced with recommendations for increasing male participation in training.
				Carry out focus groups to provide input into the working group	*Academic staff representative* Leadership & Development Foundation	February 2019 to April 2019	Focus group sessions run
				Implement recommendations of working group	*Academic staff representative* P&OD; Leadership & Development Foundation	September 2019 to August 2020	Modified courses / communication; reduced gender gap on training course uptake to <10% of pool
22	Embed elements of unconscious basis training in all areas of P&OD training for managers and those engaged in recruitment	To promote a culture of dignity and respect for all and where everyone has a sense of belonging	Medium	Review P&OD Management toolkit and ensure unconscious bias training is embedded	*Equality, Diversity and Inclusion Manager* P&OD	June 2018 to June 2019	Management toolkit updated; all new trainees to receive unconscious bias training

Action Objective	Rationale	Priority	Specific Actions and Implementation	Responsibility	Timeframe	Success Criteria / Outcome measures
23 Develop a formal training programme for the mentors and establish a process of monitoring to ascertain the benefits	We make use of senior academic staff to provide mentors and role models; a formal training programme for mentors will increase their effectiveness and so provide improved support for women and BME staff progression	High	Develop and launch a formal mentors training programme. Timetable training sessions at regular intervals throughout the year	*Academic staff representative* Leadership & Development Foundation	April 2018 to December 2018	Programme developed and launched. Session timetabled at regular intervals.
			Evaluate mentor programme and in particular look at progression of those who have had mentoring. Use feedback to improve training.	*Academic staff representative* Sub-group of ASWG; Leadership & Development Foundation	January 2021 to August 2021	Evaluation completed. Data show that those who have had mentoring are more likely to have progressed than those who haven't. Information fed back to training providers.
24 Undertake an evaluation to see whether the expected benefits of the revised appraisal process are realised, especially relating to gender	A new appraisal system is currently being introduced and the effectiveness of this needs to be assessed	Medium	Establish a working group to review the situation	*Academic staff representative* Sub-group of ASWG	September 2018 to April 2019	Report produced with recommendations for improving appraisal.
			Carry out focus groups to provide input into the working group	*Academic staff representative* P&OD	January 2019 to February 2019	Focus group sessions performed
			Implement recommendations of working group	*Academic staff representative* P&OD	May 2019 to May 2020	Improved staff satisfaction with the appraisal. Increase in satisfaction of at least 10%.

Action Objective	Rationale	Priority	Specific Actions and Implementation	Responsibility	Timeframe	Success Criteria / Outcome measures
25 Review the effectiveness of our provision for flexible working and the training offered to managers	Consultation exercises have revealed that flexible working opportunities could be better communicated	High	Review the management toolkit training and introduce quick reference guides to streamline the process. The updated training will include changes described in Action 29	*Professional Services representative* P&OD	June 2020 to April 2021	Improved guidelines produced. Survey of managers show that at least 90% are confident in advising and supporting flexible working among their staff.
26 Raise awareness and understanding of Keeping in Touch (KIT) days	KIT days allow staff to remain informed about the workplace during their maternal leave. Data shows that take-up is low; improved communication would help promote this	Low	Devise and implement a strategy to promote KIT days further to staff on maternity leave. Embed new approach while monitoring take of KIT to ascertain success of new approach.	*Equality, Diversity and Inclusion Manager* P&OD	January 2020 to January 2022.	Increased take-up of KIT days so that by end of implementation period >60% of staff take advantage of these

Action Objective	Rationale	Priority	Specific Actions and Implementation	Responsibility	Timeframe	Success Criteria / Outcome measures
27 Review and improve our breastfeeding provision across the University	There is a need to provide adequate breasting space for women as part of good equal opportunities practice. Female staff returning from maternity leave should have designated space for expressing and storing milk	Medium	Establish a working group to review the situation, compiling a list of current breastfeeding rooms	*Academic staff representative* ASWG sub-group	May 2018 to November 2018	Report produced
			Where provision in existing buildings is inadequate, take steps to introduce this	*Academic staff representative* Estates Management; Health & Safety	December 2018 to December 2019	Improved provision within existing estate so that nobody has to walk more than 5 minutes to a breastfeeding facility.
			Develop new policies that ensure all new estate developments have suitable provision included	*Academic staff representative* P&OD; Estates Management; Health & Safety; Student Advice & Wellbeing	December 2018 to December 2019	New policy implemented; improved provision for new estate development so that nobody has to walk more than 5 minutes to a breastfeeding facility
28 Take steps to further communicate and promote the various parental leave opportunities, especially paternity leave amongst Professional Services staff	Take-up of parental leave, while growing, is still relatively low. Enhanced communication is therefore needed about the availability of this opportunity	Medium	Increase the promotion of parental leave by providing updates to SDF, Professional Services conference and via our on-line web portal	*Academic staff representative* P&OD	September 2019 to September 2021	Updates provided. At least 80% of staff report that they have a good understanding of parental leave options available.

Action Objective	Rationale	Priority	Specific Actions and Implementation	Responsibility	Timeframe	Success Criteria / Outcome measures
29 Introduce improved process for recording all requests for flexible working, including initial discussion with the line manager	Provision of flexible working is highly valued by our staff, as revealed in consultation exercises. However, there is a perception that it is not readily available, even though our official policies fully include it. Our current processes involve initial discussion with the line manager, which is not officially recorded, preventing analysis of the full picture.	High	Introduce a formal "flexible working request" system that records all parts of the process	*Academic staff representative* P&OD	April 2018 to September 2018	Process change introduced; enhanced data on flexible working requests produced
			Promote the new process to staff via the SDF group	*Chair, University ASWG* P&OD; SDF	November 2018	Communication event staged
			When embedded, evaluate the take-up to see what actions are needed	*Academic staff representative* Sub-group of ASWG	December 2018 to December 2019	Report produced including improved data on initial requests and discussions. Recommendations for action put forward.
			Implement recommendations	*Chair, University ASWG* SMT	January 2020 to December 2021	Improved flexible working policies as measured by staff survey returns whereby at least 80% of staff report that they believe their managers are supportive of reasonable flexible working requests.

Action Objective	Rationale	Priority	Specific Actions and Implementation	Responsibility	Timeframe	Success Criteria / Outcome measures
30 Take steps to interpret responses from new questions in the 2017 Staff Survey relating to protected characteristics by gender and formulate actions as appropriate	The annual staff survey has been revised to include updated questions relevant to gender issues, which provide a new opportunity for this information to be acted upon	Medium	Produce report based on disaggregated staff survey data by gender and other protected characteristics. Highlight any issues that appear to differentially affect specific groups	*Equality, Diversity and Inclusion Manager* P&OD	By April 2018	Comprehensive report produced highlighting any issues affecting specific
			Communicate high-level message to SMT to endorse any positive action recommendations	*Chair of University ASWG* SMT	May 2018 to April 2019	Recommendations signed off by SMT and work carried out to revise policies and procedures as required.
			Devise and implement actions	*Chair of University ASWG* ASWG; P&OD	September 2019 to December 2019	Differences between the response of various groups within 5% in the area where action has been taken.

Action Objective	Rationale	Priority	Specific Actions and Implementation	Responsibility	Timeframe	Success Criteria / Outcome measures
31 Establish policies to ensure we proactively encourage applications for senior positions to come from a diverse range of candidates	There is currently an underrepresentation of female staff within our influential university committees (Figure 36). At this level, we typically use recruitment agencies to assist with short-listing and so there is the opportunity to take additional steps to promote diversity	High	Implement policy to ensure that when appointing staff at the most senior levels, the recruitment process encourages a diverse mix of candidates and that shortlisting, where practicable, takes this into account. Where headhunters are used, instruct them to put forward candidates in underrepresented groups.	*Chair of University ASWG* SMT; P&OD	January 2018 to December 2020	More even gender balance for influential university committees. A minimum of 40% women/men on all new recruits to influential university committees.
32 Use data collected from the new Workload Allocation Model to investigate committee overload	The new Workload Allocation system will allow, for the first time, an accurate assessment of whether there is 'committee overload' amongst individuals or groups	Medium	Complete an analysis of the new data provided by CATAC, specifically in terms of 'committee overload'	*Academic staff representative* Sub-group of ASWG; CATAC working group	October 2018 to January 2019	Report produced presenting data in committee work by gender, and focusing on whether any individuals have particularly large committee workloads
			Devise and implement actions to address any issues noted	*Academic staff representative* ASWG; CATAC working group	February 2019 to September 2021	Revised policies; reduced committee overload as recorded by CATAC – produce recommendations of maximum committee load for any individual (exempting SMT, Deans and School Directors)

Action Objective	Rationale	Priority	Specific Actions and Implementation	Responsibility	Timeframe	Success Criteria / Outcome measures
33 Analyse workload allocation data explicitly in relation to gender and act on this as appropriate to ensure that it acts as a fair tool for all staff	The new Workload Allocation system will allow, for the first time, the opportunity to derive explicit information on workload that can be disaggregated by gender and other protected characteristics	Medium	Complete an analysis of the new data provided by CATAC, specifically in terms of gender differences	*Academic staff representative* Sub-group of ASWG; CATAC working group	October 2018 to January 2019	Report produced highlighting any gendered patterns overall and by department.
			Feedback findings to Schools/Departments and if necessary devise and implement actions to address any issues found.	*Chair of University ASWG* P&OD; ASWG	February 2019 to September 2021.	Revised policies; reduced gender bias in workload as recorded by CATAC. No significant differences in workloads by gender overall.
34 Establish procedures to record, monitor and act upon the gender balance of speakers and chairpersons	The University currently has no procedures in place to monitor formally the gender balance of speakers and chairpersons in seminars and workshops, so we intend to provide systems to collect and act on this	Medium	Establish procedures for formal recording of data surrounding gender and other protected characteristics for speakers and chairpersons in seminars and workshops	*Academic staff representative* Strategy Support Office; P&OD	June 2018-August 2019	Process change introduced; enhanced data on gender balance produced
			Analyse data from a full year and provide recommendations for actions on any issues noted	*Academic staff representative* ASWG; P&OD	February 2020-June 2020	Improved gender balance for these activities